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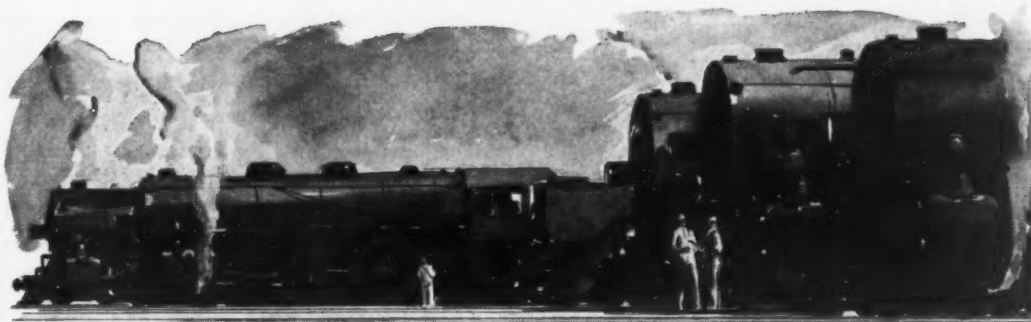
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For details on a trip to the East or Mexico, see your Southern Pacific agent or write F. S. McGinnis, 65 Market Street, San Francisco, California.

Southern Pacific

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Official Publication of California Teachers Association
155 Sansome Street, San Francisco

John A. Sexson.....President
Roy W. Cloud.....State Executive Secretary
Vaughan MacCaughey, Editor

Volume 31

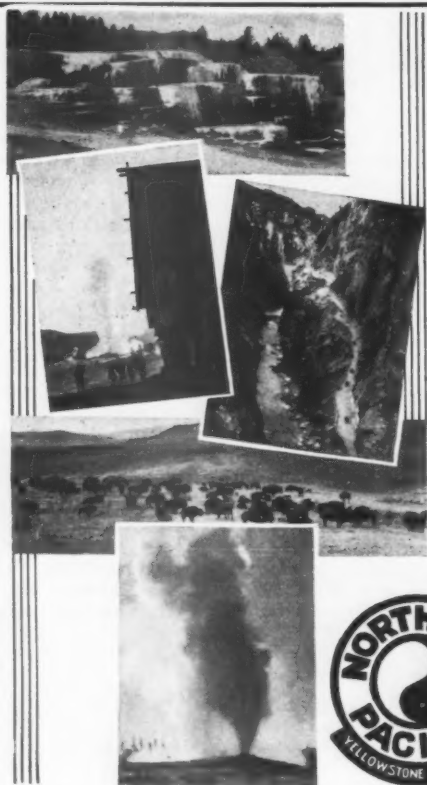


APRIL, 1935

No. 4

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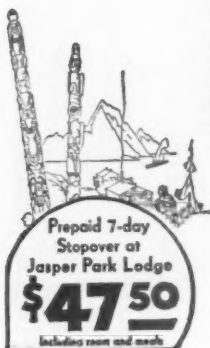
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Alaska This Summer

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Why Alaska?

No other journey is quite like it. There are no discomforts for the sailing is smooth along a course sheltered by a chain of islands, beautifully green. They were once part of the mainland before the Ice Age arrived to chew the coastline into a series of long fiords and wide bays.

Instead of sailing over a monotonous expanse of water, the Alaska vessels follow a twisting path, alternately wide and narrow, that brings new amazement with every swing to port or starboard.

Mighty mountains rise sheer from the sea where these ships go. Their snowy crests launch waterfalls that tumble to the sea in lacy cascades. The verdant valleys disclose mountains, range upon range, sweeping snowfields and glacier-straddled peaks.

To give a more vivid picture of the ruggedly beautiful coast scenery, the "Prince Robert" will turn from the customary Alaska route to explore the fiords of Gardner Canal and Douglas Channel. Steaming for an entire day through these great gashes into the heart of the Coast Range, the voyager is virtually hemmed in by mountains whose lower slopes, heavily forested and dotted here and there by alpine meadows, rise to great heights of snow and ice.

These scenic wonders of coast waters reach their peak in Taku Glacier, a tremendous ice-field tumbling into the sea. The barrier of ice is a mile and a half long at the sea. Liners approach it at safe distance. Two hundred feet high and originally 15 miles back, it is an inspiring sight of majestic beauty.

Ship captains steaming along the glacier reach for the whistle cord and set the air to dancing with a hoarse blast. Often the onlookers are rewarded by the sight of hundreds of tons of ice breaking from the glacier and splashing



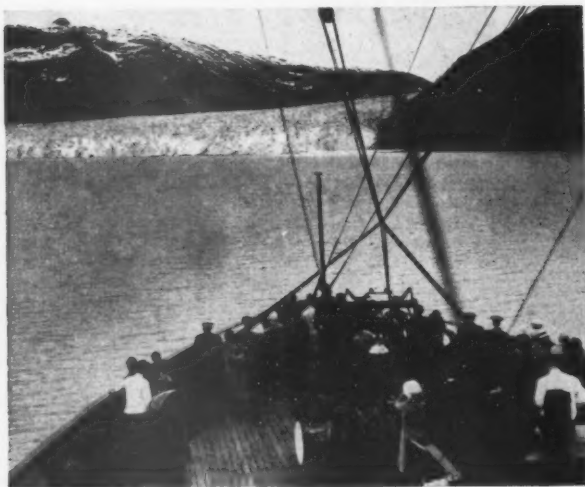
An Alaskan totem pole—symbol of the romance of travel



Lynn Canal at Skagway, Alaska



Juneau, Alaska, in its mountain setting



Taku Glacier, Alaska, from T.S.S. "Prince Robert"

down to the sea in a geyser of foam and thunder of sound.
Why Alaska?

For the ports of call en route.

The "Prince Robert" will turn back history's pages with a call at Sitka. It was here the bells of California's missions were cast; for Sitka was once the thriving seat of Russian rule. Baranof, "little Czar of the Pacific," from Sitka, governed this exotic land with a firm hand. St. Michael's cathedral always repays a visit. Within this

sanctuary are ancient art treasures. The Russian blockhouse still stands where Baranof made good the word that was law.

Nearly every port has its totems and Indians. These people present an interesting study, particularly the Alaska Indian whose high cheek-bones, slanting eyes and scanty beard reveal the Mongol strain. Their totem poles, carved by the family historian from solid cedar logs, are monuments to a proud people. Wrangell, a port of call, has fine specimens of totems, grave-houses and other relics.

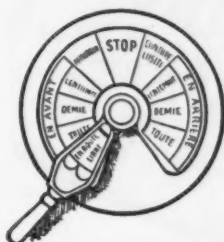
See Juneau, Alaska's colorful capital, where one of the largest gold-producing mines in the world tunnels into the mountain that towers high above the town, echoing the rattle and clash of loaded ore-cars.

Fishing boats are conspicuous with their shimmering, silver cargoes. They dance in the wake of the liners. At night their lights wink out like ruby jewels. The Alaska voyager often sees them at close range. The crowded wharfs of Ketchikan, where lengthening hours of daylight grow more noticeable, are a magnet to those for whom the working-craft of the sea have a fascination.

At the head of Lynn Canal is Skagway, end of the water journey, rendezvous of the sour-doughs and starting-point of the Trail of '98. Time was when the pier was jammed with bearded miners and gamblers in their plug hats. But no more. These characters have left the stage. Yet their memory lingers. In Skagway the tourist discovers many reminders of them, although modern Skagway prefers its title of "Flower City of Alaska."

Two days at Skagway afford time to follow the White Pass and Yukon Railway route to the interior country, made famous by Robert W. Service. With more time to spare the visitor can go on to Dawson, a Dawson without its "dangerous Dan McGrews" and "Swift-water Bills," but a Dawson that has preserved the landmarks of the Days of '98. The gold that stampeded the world to Alaska has gone, but there remains a more permanent treasure in the sights and sounds of a colorful coast.

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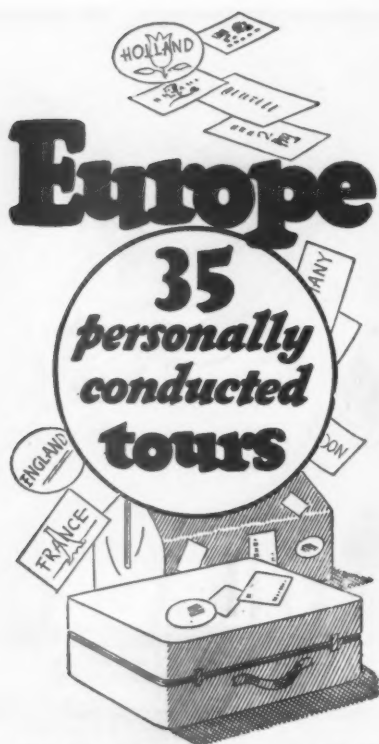
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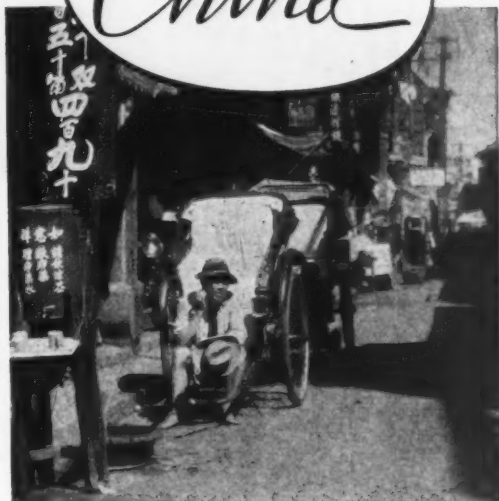
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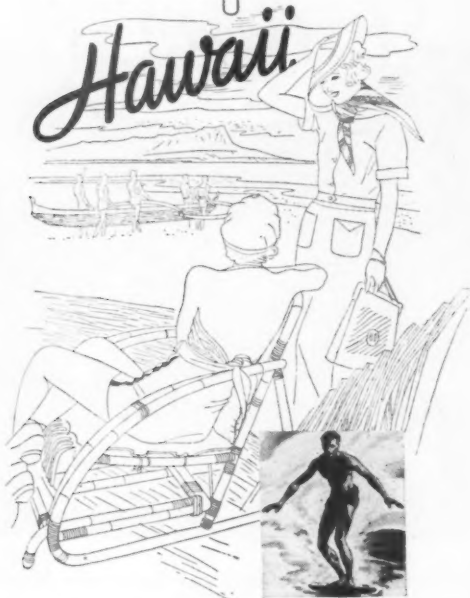
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More Travel Section beginning on Page 52

SIERRA EDUCATIONAL NEWS

APRIL 1935

• VOLUME 31 •

NUMBER 4

Educational Legislation

ROY W. CLOUD

THE second section of the 51st session of the California Legislature reconvened after recess March 4, 1935.

One of the good friends of the public schools, Assemblyman Dana P. Eicke of Stockton, passed away during the recess. Mr. Eicke, because of his friendly attitude and his outspoken regard for the public school system of California had endeared himself to every representative of education at the State Capitol.

During the first week, non-controversial educational proposals were presented to the Education Committees of the Assembly and Senate. As yet no highly controversial measures have been considered. The tax program of the Governor and administrative measures have been discussed but up to this time no proposals of great moment have been passed through the legislature.

Legislative letters have been sent by us to the schools of California weekly. It has been the endeavor of California Teachers Association to keep the friends of the public schools acquainted with the various educational proposals. Because of the fact that some of the teachers may not have received the letters, a word concerning tenure and retirement is here included.

California Teachers Association tenure bills are A. B. 961 and 962, introduced by Assemblyman Thomas Cunningham of Los Angeles. These tenure proposals, among other phases, end tenure rights of teachers at the age of 65. The bill does not provide, however, that a teacher of 65 must discontinue teaching. Such a teacher may be re-elected from year to year after having attained that age.

The tenure bill changes the method of hearing in case a teacher is given notice of dismissal.

A bill has been introduced to change the retirement law to provide that if a teacher is

not re-engaged after reaching the age of 65, that such a teacher may be retired on full retirement after 30 years of service has been rendered, the last 15 years of which must have been in California. If the teacher has not completed 30 years of service but has completed 15 years of teaching in California, such a teacher may be retired on the same provisions which apply to a teacher who retires because of disability.

The teacher retirement bill is A. B. 794 by Messrs. Clark, Anderson, Burns, Cottrell, Morgan, Patterson and Phillips. If enacted, the retirement system of California will be about as follows:

A teacher who has completed 30 years of service, the last 15 years of which must have been in California, may retire on a retirement salary of \$600 a year. To pay for this retirement salary, the state must contribute \$12 per year per teacher; the district must contribute \$12 per year per teacher. Every teacher must contribute \$24 per year. Should any teacher leave the service, all contributions made after July 1, 1935, will be returned.

In addition to these features, new teachers who enter the service in California after July 1, 1935, must deposit 4% of their salary. This 4% deposit shall be invested by the state to purchase an annuity for the teacher on retirement.

Other proposals of interest are A. B. 1205 and A. B. 1206 and the corresponding Senate bills, S. B. 542 and S. B. 543. These proposals deal with the consolidation of school districts and were prepared by a commission appointed by the state superintendent of public instruction.

The Digest published in the March issue, Sierra Educational News, contained the bills which are of interest to the schools.

California Teachers Association will maintain its representative at Sacramento during the entire session of the Legislature and will endeavor to keep those interested in education informed as to all pending matters which should be carefully considered.

California school-people are co-operating with N. E. A. Department of Secondary School Principals in the celebration of the 1935 tercentenary, 300 years of American high schools, 1635-1935. All California secondary schools are recognizing this great Tercentennial.

N. E. A. Convention

ROY W. CLOUD

DEPARTMENT of Superintendence, National Education Association, met in Atlantic City, New Jersey, February 23-28. Sixty-two Californians journeyed from the Golden State to the Atlantic to participate as speakers and as listeners in the proceedings. President E. E. Oberholtzer, superintendent of schools of Houston, Texas, and S. D. Shankland, secretary of the organization, had in readiness a program of unusual excellence.

Mr. Shankland at the beginning made known the policy for the department, which endorses no individual nor group of individuals nor any sentiment expressed by any speaker nor other participant in its program unless by resolution or by motion approved by the vote of its members, the sentiments have been officially adopted as part of the program.

The National Council of Education began the program at 9:30 a. m. Saturday, February 23. Dr. William C. Bagley, professor of education, Teachers College, Columbia, presided. Henry Lester Smith, president of National Education Association, talked on the future of the association as he envisioned it. Following discussions, Willard E. Givens made his first official appearance as secretary of the great national organization. Those who had talked previously told of the work that should be done by a great teacher organization. Mr. Givens told of the work as he expected to carry it on. His frank discussion of problems showed that he had given the matter much consideration.

In the afternoon, the discussions all centered around academic freedom, and what academic freedom really means. The paper of John L. Childs, professor of education, Columbia, was a splendid summation of the activities in which a teacher may rightfully engage.

At the meeting of the National Society for the Study of Education, the 300th anniversary of high school or secondary education was celebrated. Dr. Charles H. Judd gave the history

of the high school movement in the United States. Dr. M. R. Trabue of the Department of Labor at Washington, wellknown to Californians as a former teacher in Stanford University, gave a splendid talk on the occupational diagnosis for educational programs.

The general theme of the convention was "Social Changes." The first speaker of the convention, Dr. G. Bromley Oxnam, president of DePauw University, Indiana, and a native Californian, expressed the sentiment of the entire meetings in one of the most splendidly presented addresses ever given to an educational gathering, in the opening speech of the convention at the Sunday Vesper Service.

DR. OXNAM'S address covered six points which he declared to be ethical ideals which should prevail in all teaching. They are:

1. Men and not things are the goal of social living.
2. The solidarity of the human family must be the ultimate goal.
3. The supremacy of the common good must be the common aim.
4. Equal rights for all; the right to be well-born; the right to a home; the right to play; the right to education and the right to work are the heritage of every one.
5. Co-operation and not selfish competition is the law of progress.
6. Love and not force is the social bond. Good will in activity is the cohesive force that will unite the nation.

It is not possible in a description of this kind to mention many of the speakers. The proceedings of the convention will fill a large volume.

Just a few of those who contributed to the program were: Glenn Frank, president, University of Wisconsin; Stuart Chase, economist and writer; John W. Studebaker, United States Commissioner of Education; Frank W. Ballou, superintendent of schools, Washington; Fred J. Kelly, United States Office of Education, Washington; Worth McClure, superintendent of schools, Seattle; Jesse H. Newlon, professor of education, Teachers College, Columbia; Thomas H. Briggs, Columbia; George F. Zook, American Council of Education, Washington; George D. Strayer, Columbia; William H. Kilpatrick, Columbia; Lotus D. Coffman, president, University of Minne-

(Please turn to Page 60)

JOSEPHINE P. SMITH, president, Los Angeles Elementary Teachers Club, calls attention of all California school people to the World Affairs Seminar, Riverside Inn, April 14-17. The first annual seminar of this type held last year under joint auspices of Los Angeles Elementary Teachers Club and Los Angeles University of International Relations, was so conspicuously successful that the second session this year is full of promise. The Seminar is in charge of the following: Chancellor, Dr. Rufus B. von KleinSmid; Director, Dr. Madilene Veverka; Dean, Dr. John Carruthers; President, Los Angeles Elementary Teachers Club, Josephine Parker Smith; Chairman of Seminar, Laurel O. Knezevich.

Academic Freedom

JOHN A. SEXSON, *President, California Teachers Association*
Superintendent of Schools, Pasadena

I AM unhesitatingly and unqualifiedly committed in theory and in practice to the philosophy that every citizen of this country is honor bound to discharge all his duties and responsibilities, public and private, honestly, fearlessly, and with no conscious subservience to any individual, group of individuals, or interest. I am willing to sacrifice my position, my possessions, and, if need be, my life in defense of this principle. I have no respect for any citizen, be he teacher or otherwise employed, who would surrender this birth-right.

I must, however, take my position on the side of the conservatives who find themselves unable to advocate a drive by teachers, through the schools, to usher in a preconceived social and economic order, and to regard any opposition or dissent as an infringement of academic freedom. My reasons follow:

The Commission on the Social Sciences, whose recent report has precipitated much of the discussion, studied for five years in an effort to formulate an acceptable statement that would be a guide to teachers as to what to do about the social studies. After a long delay, and only after what would appear to be obvious compromises as to their pronouncements on the really vital issues, and after four of the sixteen members of the Commission had refused to concur in the findings, the report was published.

An examination of the report reveals much constructive and worth while material. The findings and the recommendations are suggestive and significant. Yet the report does not define the duties of the teacher with respect to the social sciences; it does not present the materials to be included in the curriculum; nor does it suggest a program of organization for the schools.

In the face of the facts, thoughtful persons will be forced to conclude that the time is not opportune for the teachers in the free public schools of America to take a dogmatic position with respect to, or engage in an aggressive drive for, a wistful social and economic order which even statesmen, economists, and leading educators are, as yet, unable to describe. Freedom to expound and advocate alluring theories must not be confused with freedom to teach.

Under existing conditions, any teacher who commits himself, or herself, to prevailing social and economic proposals runs a fifty-fifty chance of being wrong. Therefore, no question of academic freedom is involved.

Academic freedom enters the picture when there is attempted interference by individuals or groups to prevent the teacher from fostering and developing those understandings that will help our society to build a sound social-economic order that will contribute to human welfare and insure human happiness.

Teachers are committed, first, to a search for truth, and, second, to a full, impartial and factual presentation of such truths, such ideas, and such ideals as their best judgment and best intelligence direct. They must teach

the truth. With this duty they can permit no interference and no hindrance. They may not, however, demand the right, even under the cloak of academic freedom, to pass over from the realm of truth and fact into the twilight zone of opinion, and use the schools as forums for propaganda. The thoughtful people, even among the extremists, do not advocate this.

The danger lies in a blanket permit to teachers, informed and uninformed alike, to teach "what they please." No organization can sensibly commit itself to such a policy.

CHANGE is inevitable. "For better or for worse" we must be prepared to accept it, and make no "wry faces." Co-operation with our fellows in an attempt to direct this change toward human betterment is a common obligation which teachers share with citizens generally. Mutual respect and tolerance for personalities and opinions is a prerequisite. In adult situations free speech, free assemblage, free expression of opinion, and the right of honest disagreement are assumed.

In the schools where minds are immature there shall be no "poisoning of the wells." Along with a demand for academic freedom for themselves teachers must, with equal insistence, insure academic freedom for their pupils. In school—TEACH—and, in teaching, do not forget what it means—"TO TEACH."

C. T. A. Bay Section Honor Schools

100% schools in California Teachers Association for the year 1935; from February 5 to March 5, 1935, in addition to previous lists.

Alameda County: Niles Elementary, Pleasanton Grammar.

Lake County: Long Valley which makes the entire county 100%.

Napa County: Blue Mountain Joint.

San Joaquin County: Grant, Justice, Everett, Live Oak, Manteca Union High School, Tracy High School, Bouldin, Jefferson, Lindbergh—Manteca.

San Mateo County: Menlo Park—Central, Redwood City—Garfield.

Santa Clara County: San Ysidro.

Sonoma County: City of Santa Rosa—Burbank and South Park, Cotati, Kidd Creek, Monroe, Occidental, Roseland, Sonoma, Tule Vista, Wilfred, Penngrove Branch Junior High School at Petaluma, Creighton Ridge, Dirigo.

Stanislaus County: Keyes, Oakdale—East Side Primary.

Berkeley City: Washington.

Modesto: Capitol and Lincoln.

Oakland: Golden Gate Junior High, Herbert Hoover Junior High, Horace Mann, McChesney, Elisabeth Sherman, Toler Heights, Westlake Junior High School.

San Francisco: Andrew Jackson, Argonne, Bay View, Bret Harte, Bryant, Buena Vista, Burnett, Cabrillo, Columbus, Commodore Stockton, Daniel Webster, Emerson, Excelsior, Everett Junior High School, Fairmount, Francis Scott Key, Frank McCoppin, Fremont, Garfield, Geary,

George Peabody, Golden Gate, Guadalupe, Hancock-Cooper, Hillcrest, Irving M. Scott, John Muir, Kate Kennedy, Laguna Honda, Madison, Pacific Heights, Parkside, Patrick Henry, Paul Revere, Raphael Weill, San Miguel, Sherman, Shriners Hospital, Starr King, Sunshine, Sutro, Twin Peaks, Washington Irving, West Portal, Winfield Scott, Yerba Buena.

* * *

Southern Section Honor Schools

As of March 13, 1935; in addition to previous lists.

* Indicates one-teacher school.

Imperial County: Calipatria Elementary and High.

Los Angeles County: Carmenita, *Potrero.

Pasadena: Arroyo Seco, Cleveland, Emerson, Fremont, Grant, Hamilton, Jefferson, Longfellow, Madison, Washington, Webster, Willard, Wilson Junior High, Muir Technical High.

* * *

P & C School Coach: New Model

ADMINISTRATORS who are considering the purchase of school coaches this year will be much interested in the many changes and refinements in the 1935 models of the well-known P & C coaches, made at Newman, Stanislaus County, California, by Patchetts and Carstensen, Inc.

A photograph of the new coach and an official announcement from the company will be published in the May issue of Sierra Educational News.

Our Spanish Heritage in California

PROFESSOR S. LYMAN MITCHELL, *Marin Junior College, Kentfield*

THROUGHOUT California the Spanish pioneers have left their indelible mark. They named rivers and mountains, cities and towns, and their names have stuck. Today modern Californians continue to add to the long list of Spanish place names. The most romantic of all is that of our state itself.

During the early sixteenth century there circulated in Spain a romance of knighthood, a best seller of its day. This novel told of California, a fantastic isle to the right of the Indies, rich in gold and pearls, and inhabited by a race of beautiful, but warlike, women. The Spanish conquistadores not only were familiar with this story, but actually believed that such an island existed. When they touched upon the tip of Lower California, they thought it an island, saw its pearls, heard tales of gold, and believed they had discovered the homeland of Queen Calafia and her Californians. Hence the name California.

Spanish place names applied by the missionaries usually commemorated the day of a given saint. Among them are such stately combinations as Santa Monica, the mother of St. Augustine; Santa Inez, one of the four great virgin martyrs of the Latin Church; San Juan Bautista, St. John the Baptist, now unfortunately short-erred to San Juan; San Benito, named from the founder of the Benedictine order; San Joaquin, after the father of the Virgin; and Santa Rosa, from Santa Rosa de Lima, the patroness of America and said to be the only woman ever canonized in the New World.

More picturesque are the long, sonorous names supplied by the soldiers, which frequently noted some circumstance connected with a place. Such include Paso de Robles, Oak Pass; *Atascadero*, boggy ground; Palo Alto, whose tall mast-like tree may be seen for miles as one approaches the city from the north; Rancho de las Pulgas, flea village where soldiers who attempted to sleep in deserted Indian huts were driven out by the fleas; Pescadero, a fishing place; Fresno, ash tree. After crossing forty miles of thirsty desert Gabriel

Moraga came to a stream and called it El Rio de Nuestra Senora de la Merced, River of Our Lady of Mercy, now Merced River. The scene of four tremors was designated as "The Sweet Name of Jesus of the Earthquakes." Captain Arguello called a certain locality which was difficult to traverse "Mountain of Ill-treatment and Creek of Get Out if You Can." Portola gave to the Indian village which is now our southern metropolis the musical name of Nuestra Senora la Reina de los Angeles de Porciuncula, Our Lady of the Angels of Porciuncula.

Many Spanish place names also commemorate famous characters. There is Mendocino, honoring Don Antonio de Mendoza, first viceroy of new Spain; Portola, the discoverer of San Francisco Bay; Benicia, wife of General Mariano Vallejo; and Verdugo, from an early family of ranchmen near Los Angeles. The word means hangman. I was amused in Mexico City once to run across a Dr. Verdugo.

Occasionally a Spanish name has been translated. We have Kings River, from El Rio de los Santos Reyes (River of the Holy Kings); Feather River, from El Rio de las Plumas; Bitter Water, from Agua Amargosa; Angel Island, from La Isla de los Angeles; American River, from El Rio de los Americanos, where a group of American trappers operated in early days; and Oakland, from Los Encinos (the Oaks).

In the present day effort to carry on this old Spanish tradition some little knowledge of the language is necessary if we are not to fall into errors of construction or pronunciation. Truly,



"A fantastic island . . . gold . . . pearls . . . beautiful women."



"Much in evidence is our mission architecture."

the study of Spanish in the public schools of California is as essential as that of United States history. Only ignorance accounts for such gross grammatical incorrections as "Del Mesa Tract," "Del Piedra District," or "San Antonia Street." If we are to carry on with Spanish nomenclature, let us not mutilate the language. Pronouncing "Los Gatos" as "Losgatos" is equivalent to pronouncing "The Cats" as "Thecats," and calling "Los Baños" "Los Banos" is comparable to saying "cannon" when you mean "cañon." I am reminded of the Eastern woman who was mystified by California names. Telling of her sightseeing tour, she said: "We came to a town spelled 'La J-o-l-l-a,' and do you know how they pronounced it? 'San Juan Capistrano.'"

Our peaceful California names give little indication of the hardships and rigors endured by the Spanish pioneers. They were a hardy and valiant race. They had to be to withstand the exacting demands of their undertakings. During a sea voyage such as that from Mexico to California from 40 to 75% of a crew might perish from scurvy. Vizcaino, who named San Diego and Monterey bays, lost 25 of the 34 persons aboard his ship and arrived in Mazatlan with only five men able to walk. Yet such was the faithfulness and determination of the man that he carried out in every detail the explorations ordered made in upper California by the viceroy of New Spain.

OF the five expeditions that set out from Lower California in 1769 to colonize our present state, one ship never arrived, another in a 110-day voyage to San Diego, only about 450 miles, lost 24 persons from scurvy. The land parties fared better although they suffered unbelievable hunger and thirst, and many animals died. Once arrived, the colonists were threatened with starvation. Little food was to be had in the land, and the frail supply ships were wholly inadequate. Moreover, the Indians were threatening and little inclined toward conversion to Christianity.

The most successful colonizing expedition to California was that which set out from Sonora in 1775 under the leadership of Juan Bautista de Anza. It comprised 240 persons and more than 1000 domestic animals. Captain Anza led his party through dangerous Indian country, across the Colorado River, around the great desert, and over the mountains, arriving at Mission San Gabriel with more

colonists than he had when he started. No fewer than eight children were born en route. One baby was born in a snow storm, necessitating a halt of only one day until the mother was able to ride horseback. Hardy women were these early California mothers!

Anza's, however, was a dangerous route. A few years later 40 families of settlers bound for California were massacred by Yuma Indians.

The most lasting monument of early Spanish days in California was the missions. The establishment of these was no mere evangelical venture, but a method of conquest. With food and presents, untamed Indians were coaxed into the missions, induced to live there, and taught the elements of a civilized life. The padres were masterful men who with a mere handful of soldiers held at bay a hoard of barbarians, taught them to do useful work, and built up a productive agriculture which made possible further development of the country. No campaign of conquest was ever more efficient nor carried out with less bloodshed.

It was not possible to redeem wholly or permanently from savagery such a low type of Indian. Yet through the missions the country was rendered peaceful and productive so that extensive settlement was possible and the way paved for the big ranches of a later day. In all 21 missions were established, and at its zenith the system reached gigantic proportions. There were owned 420,000 cattle, 60,000 horses and mules, and 320,000 sheep, while the agricultural production amounted to some 340,000 bushels of grain annually. Twenty-five thousand Indians were in residence at the missions.

Prior to Mexican independence from Spain the mission was the dominating institution in California, and its influence was everywhere felt. It was a religious and social center, as well as the source of food supply and even manufactured goods. It was the inn of the day. A traveler might make the trip from San Diego to San Francisco with relative ease and with-

out money. The missions were stationed at intervals of about 30 miles, an easy day's ride on horseback. At each the guest was welcome to stay as long as he cared to and without charge, and was even furnished a fresh horse when he chose to continue his journey. Connecting the missions was a well defined trail, El Camino Real or Royal Highway, which today is followed almost without variation by our Coast Route. Strange with what uncanny foresight the Spanish missionaries picked out our present centers of population.

Charles F. Lummis once said: "The greatest asset of California is its romance—and in that romance the missions are overwhelmingly preponderant." Today we regard them with affection and fondly point them out to our eastern guests. Some are still occupied, notably that beautiful old structure at Santa Barbara. Who has not visited it and been shown about and told its romantic story by the kindly present-day padres?

Much in evidence is our quaint mission architecture. How many of our schools are housed in those low, rambling structures with long shady corridors and heavy arches! Dotting our California landscape, these gems of architecture serve as an eloquent reminder of our Spanish heritage.

The success of the mission movement was in no small measure due to the zeal, courage, and astuteness of its heroic founder-president, Junipero Serra. He came to California at the age of 56, broken in health, and with an incurably ulcerated leg. Yet so dauntless and determined was his spirit that he carried on for 15 years, establishing nine missions and laying the foundation for present-day California. Utterly self-sacrificing and devoted to his task, he won the love of the Indians and personally assured the success of the missions. During the last year of his life, feeble in body, but not in spirit, he journeyed on foot from Monterey to San Diego, visiting en route all missions and settlements. Now his grave adds to the fame of Mission San Carlos at Carmel, which only last summer commemorated the 150th anniversary of his death.

NO less zealous nor able was Father Fermin Francisco de Lasuen, who for 18 years continued the constructive work of Junipero Serra. Such was his activity that in five years he confirmed 9000 persons, and when nearly 80, he dedicated in scarcely more than a year five missions. Yet he was obliged to travel about his field of 600 miles in length by the crudest means of transportation. Among the unsus-

pected hardships of the pioneer missionary was the loneliness of his task. Father Lasuen, a refined, cultured, and educated man, once spent five years as the sole white man in his mission, surrounded only by a hoard of half-tamed savages. He describes this solitude as "a cruel and terrible enemy which has struck me heavily like a blow."

But there were other picturesque and heroic characters among our pioneers who were not missionaries. Outstanding among them was Gabriel Moraga, the pathfinder of early California. He led many expeditions into the interior, exploring and naming the principal rivers of the state, among them the Kings, Feather, Sacramento, and San Joaquin. He is even credited as the discoverer of Nevada. A courageous and able army officer, he was California's foremost Indian fighter, leading as many as 46 expeditions against the treacherous natives.

After Mexican independence, a new era in California history was ushered in. Legislation was enacted which brought to a close the predominance of the missions and which made possible the development of trade and private industry, thus introducing the period of the great ranches. These were immense and were ruled over in a truly feudal way. The Pacheco Ranch was a grant of 90,000 acres, stocked with 14,000 cattle, 500 horses, and 15,000 sheep. Don Luis Peralta's Rancho San Antonio included among other domains what is now Berkeley, Oakland, and Alameda. From the great herds of the day only hides and tallow were exported. To a large extent these were bought by the ships from Boston, which in turn supplied the Californians with manufactured goods and what few luxuries their simple life demanded.

But California was a land of plenty, and no one went hungry. Those who had, shared freely with those who had not. No questions were asked; no notes were taken. The borrower of goods—there was little money—might pay when he could or not at all. Everybody was honest; there seems to have been no attempt to defraud.

In the ease and simplicity of this Arcadian life the Spaniard lost much of the hardihood and daring which marked the early pioneer, but he was a kindly, generous soul, loving all and loved by all. His large family of 15 or 20 children was often swelled by the addition of five or six orphans to whom he took pleasure in giving a home.

The gala season of the year was that of the round-up when all the neighbors gathered and, after the cattle were branded, dedicated themselves to the festivities of the time. There were

barbecues and folk dancing, guitar playing and singing. There were races and bullfights, upon which all bet heavily. Frequent and well attended were also picnics and house parties. Sometimes as many as 50 guests would gather at a ranch for a celebration of several days duration.

The hospitality of the time was boundless. It ran in the very blood of the people. No hotels existed nor were needed. Every house was open to the stranger, who was prodigally entertained. Even money was placed in the guest chamber, that the visitor might help himself if he needed it. As early as 1792, Captain George Vancouver was royally entertained in both San Francisco and Monterey, where his ship was outfitted with supplies and no pay accepted, other than the presents he saw fit to give.

This pastoral era in California has been described as the happiest and most charming life ever lived in the country. But alas! It was too Utopian to endure and came to a rude and sudden end with the Mexican War and the Days of '49 with their hangings and shootings, their mad rush for gold. The names Hangtown, Jimtown, and Red Dog may be picturesque and descriptive, but they are certainly less aesthetic and less enduring than the musical Spanish ones.

Of the three epic periods in California history, two have been Spanish. Both have left their impression, a heritage rich in romance and as enduring as the state itself. This alone justifies the fact that Spanish is taught in practically every university, college, and high school in California.

* * *

Emergency Nursery Schools

APPROXIMATELY 50,000 children are enrolled in 1600 emergency nursery schools which exist under the FERA in 47 states, the District of Columbia and Puerto Rico, according to Grace Langdon, specialist, emergency nursery schools, National Congress of Parents and Teachers.

Through these nursery schools young children and their parents have derived many benefits since the time of their authorization in October, 1933. Children have found physical comfort and relief from the strain occasioned by overcrowded living conditions and worried adults. They have, day by day, learned those health habits fundamental to wholesome living. They have had the opportunity to play with others of their own age, and to learn the social habits that come from such play.

Parents have learned how better to provide physical care for their children and how better

to guide their behavior. Many communities which heretofore knew little about nursery schools have seen the above mentioned services and are already laying plans for making nursery schools a permanent institution in the community, since they have demonstrated in some measure their function as a social agency.

* * *

Lake County Honored

TEACHERS of Lake County schools are enrolled 100% in California Teachers Association for 1935. Miss Minerva Ferguson, Lakeport, county superintendent of schools, and Mrs. Sylva R. Mosher, Kelseyville, rural supervisor, are very much pleased over this splendid professional record of the Lake County teachers. The 100% enrollment of an entire county indicates that the school people there are actively and whole-heartedly interested in the advancement of education.

* * *

A First Book in French

A New Language Text for High Schools

THE senior author, Professor Philip H. Churchman, is one of the foremost phoneticians and methodologists in French. Professor Leland L. Atwood ranks high among French grammarians, and Arthur R. Racine is a native Frenchman whose skillful methods in secondary school teaching have won note. It is published by the Macmillan Company.

Not only are the authors outstanding, but the book is sound in pedagogy, progressively new in method and unique in arrangement. The preface goes into some detail regarding the purposes of the method and the way in which the authors have gone about achieving these purposes. As they state, the authors believe that the chief end and aim of French teaching in America should be not so much conversational ability as skill in direct reading. Accordingly they have arranged their material so that the student gains skill in reading and in aural comprehension before he participates in the active phases of French study. A discussion of this unique arrangement appears on page 6 of the preface.

While the book endeavors to strike a balance between traditional methods of teaching and so-called "direct," "natural," or "oral" methods, teachers who wish to emphasize either oral or written work will find the book so flexible as to be easily adapted to their needs. Also, though the book includes a treatment of phonetics, this treatment may be eliminated entirely. Incidentally, full directions for following the method are to be available in a teachers manual.

* * *

P. Errett Killion, chairman, radio committee, San Diego County Teachers Association, announces that the association is in its second year of broadcasting: Station KFSD, 5-5:30 p. m.; April 11, 25; May 9, 23. The programs consist of school music and a speaker from a local service organization.

New World Broadcasts

RALPH V. CUTLIP, *Teacher, Eighth Grade, Garvey School, Wilmar, Los Angeles County*

IN order to call the attention of the school patrons and teachers in this district to the New World broadcasts and get their reaction I submitted a brief questionnaire to about one hundred who, I thought, would be interested in educational problems. The list included parents, principals, teachers and P.-T. A. presidents. Sixty-three replies were received. The answers that are tabulated in tables 3 and 4 are numbered according to interest or preference.

From a study of the replies to the questionnaire and from personal contacts I wish to make the following summary and conclusions:

1. School patrons are vitally interested in a program that will actually interpret public education.

2. There is intense interest in how the schools are training boys and girls morally, physically and intellectually to meet life.

3. The general public has a hazy conception of modern methods in education.

4. The public is interested in the psychology (the *why* and *how*) of so-called modern methods in education.

5. There is an inclination on the part of school patrons to criticize and condemn that which they do not understand.

6. Parents are inclined to judge the school and its work by the "occasional visit."

7. The radio could be a medium of contact between educator and the parent.

8. A program, general in nature, has no tangible value to the public.

9. Modern educational methods should be explained and defended in terms intelligible to the general public.

On the basis of the summary and conclusions I wish to make the following suggestions:

1. A long-range series of programs might be planned for the purpose of interpreting education from all angles.

2. Each individual program should deal with some specific problem common to the school and home. However, the individual program must be independent in nature enough so as to benefit the occasional listener.

3. Excerpts from classroom work might be used advisedly for the purpose of illustration or demonstration.

4. The time of the program should be changed,

if possible. It would be desirable to have it in the late afternoon or evening in order that the teacher might take advantage of it, too.

5. Possibly two or three minutes might be given to questions and answers. The public invited to send in the questions.

6. An occasional book review might be presented, if the book deals adequately with pertinent problems in education.

In conclusion I wish to say that this report is not meant to be an investigation in any sense of the word. It is only a partial examination of the possibilities of a program of an educational nature. However, at least, the questionnaire has served to acquaint several with the New World broadcasts.

Table 1. Reflections of Interest

	No	Yes
1. Number that have listened to the "New World" program.....	55	7*
2. Number interested in a program that will interpret the aims, objectives and methods of education.....	2	61
3. Those that desire classroom dramatization of excerpts from regular classroom work	12	41
4. Number interested in the psychology underlying modern educational methods	1	57

* Most of this number wished to listen to the program before filling out the questionnaire.

Table 2. Preference of Speakers

	Number of replies
Of those qualified to speak on classroom problems whom do you prefer?	
a. School administrators.....	7
b. College professors.....	7
c. The classroom teacher.....	45

Table 3. General Problems

Topics*	Preference ranking								Total replies	Aver. value	Final rank
	1	2	3	4	5	6	7	8			
1.	9	1	4	4	3	0	5	4	30	4.1	6
2.	0	0	2	1	1	3	7	8	22	6.7	8
3.	6	11	6	4	6	4	1	0	38	3.2	4
4.	21	14	3	3	0	1	1	2	46	2.1	1
5.	9	8	6	1	1	4	0	2	31	2.9	2
6.	1	3	8	2	2	4	3	4	27	4.6	7
7.	8	9	10	7	3	1	1	0	39	3.1	3
8.	1	6	10	5	6	3	3	1	35	4.0	5

- *1. The aims and objectives of education.
2. The history of the development of education.
3. Co-operation of teacher and parent.
4. Training for the moral struggles of life.
5. Modern methods in classroom teaching.
6. How may we inculcate and nurture religious and spiritual culture.
7. How education is meeting changing social conditions.
8. Children's accomplishments.

Table 4. Educational Problems of Home and School

Topics*	Preference ranking						Total replies	Average value	Final rank
	1	2	3	4	5	6			
1.	10	8	7	5	3	4	37	2.8	3
2.	12	13	9	6	4	2	46	2.6	2
3.	2	8	13	7	4	4	38	3.39	5
4.	22	13	6	1	2	1	45	1.9	1
5.	2	5	5	4	7	6	29	3.9	6
6.	5	7	10	3	2	7	34	3.32	4

- *1. How we educate through group teaching.
 2. How to teach health consciousness.
 3. The place of affection in child training.
 4. How to motivate learning and create urge.
 5. The function of play.
 6. The unit of work.

Table 5. Choice of General Methods

	Number of replies
Of these two methods of radio presentation which do you prefer?	
a. Interview (questions and answers).....	24
b. A straight talk by an individual on a subject	36

* * *

Student Body Government

OSCAR H. OLSON

Principal, Roosevelt School, Burlingame

STUDENT Body government in the elementary schools of Burlingame is a distinct addition to the citizenship of the community. It is an activity of school life which puts the children of the school on a definite basis of participation in school affairs.

Inasmuch as student government is an educational process, very careful supervision is necessary. Too often lack of supervision leads to the observation that this form of school participation is not good. However, it has been definitely proven that by active participation in a constructive program of citizenship entered into by all students, lasting educational values result.

By following a well-planned and supervised program of student government many definite values present themselves. In the main, citizenship and the privileges and duties of citizenship are studied. By this study and participation the realization of the value of this thing we call citizenship is developed.

As a result of our student government, our graduates have shown a marvelous record in high school. They know much about parliamentary procedure, they have ability in public speaking, they know the duties of their offices, and they are better prepared to make decisions than if they had not been part of a system of student government.

In many cases after the study of some governmental problems in school, the children proceed to discuss the matters with their parents. As a result all sides of a situation are considered and a better understanding results. The government of the city, the county, the state, and the nation is being developed. Theodore Roosevelt said "Without education our democracy would soon deteriorate into anarchy." We are definitely and positively, by student participation in our local government, preparing our students for better citizenship.

Some of the activities which come immediately under the heading of Student Government are: (1) Junior traffic patrol for both boys and girls. The boys handle actual pedestrian and automobile traffic as well as their own bicycle traffic on the school premises. The girls act as guardians and guides to kindergarten children across intersections. Student and class officers have a great many responsibilities relating to their offices, which develop fine character-traits. (2) Our Service Commission aims at service to the school and community, our Red Cross committee taking care of all related activities. (3) Our Student Council drafts and discusses laws for various situations and proposes them to the Student Body. (4) Our Student Court takes care of law evasions, and it is here that the most careful supervision must be given, because too often in their justice they lack the ability to temper their justice with the best of judgment. This can only be taught through careful supervision and guidance.

In addition to these many definitely official avenues of citizenship participation, we have athletics, dramatics, and clubs of various kinds. All of these activities are definitely part of citizenship and character building. In fact our whole educational set-up in my opinion should be based on the great principles of character, citizenship, and culture, and I feel that through our program of Student Government we are definitely developing all three.

Reactions from the children all show that they feel that participation is worthwhile. They feel that the ability to be able to face an audience and speak is worth while, as well as to know the obligations of office. The expression of opinion is another definite result. Election of their officers is a fine bit of citizenship. The planning and issuing of the school news, "The Scribble," is definitely a good student body activity. A better sense of leadership is developed, and the children are taught to govern themselves. It teaches co-operation and harmony of effort and also initiative and respect.

A School Mental Hygiene Program

MRS. OLGA BRIDSTON LEACH, *Supervisor of Child Welfare and Attendance*
Taft, Kern County

BUREAUS of Child Adjustment organized along mental hygiene principles and procedures have been instituted in several of the progressive school systems in California. In the smaller communities, the department of child welfare is usually directed by the supervisor of attendance and child welfare or a visiting teacher trained in social research, mental hygiene and the progressive educational methods.

The department of child welfare will probably include the following branches of sociological research:

1. The scientific study and adjustment of behavior and personality problem.
2. Socialized attendance work. (Irregular attendance is regarded as a symptom of personal and home maladjustment. A child who is a chronic attendance case is probably a child that needs clinic study.)
3. Delinquency and cases that are referred to the juvenile court for adjustment.
4. Poverty and children of the unemployed who are in need.
5. Organization and direction of a coordinating council and a child guidance conference (two separate organizations!).
6. Miscellaneous problems arising between the home and the school.
7. Orientation of classroom teachers with the socializing of methods.
8. Education of parents and the school personnel in the mental hygiene principles.

The general objective of the department of child welfare is the proper adjustment of the "whole" or "total" personality of the child to society. An important part of this aim is the prevention of delinquency and the scientific treatment of children that present problems. Delinquents are dealt with sympathetically "as society's charge and not society's outcast."

Education of the community in the fundamental causes of maladjustment and its part in the rehabilitation of children that present problems are essential for the success of the mental hygiene problem. A comprehensive conception of the definition of the "problem" child is of the greatest importance. The "problem child" is often classified by the novice as the one who steals, lies, plays truant, is incorrigible in school or who commits overt asexual behavior. More often than not, a child is reported for investigation after he becomes a delinquent. Wickman's study "Children's Behavior and Teachers Attitudes" has brought to light many pertinent facts worthy of consideration by educators.

After some years of research in a small school system, it has been noted that the attendance history is quite a reliable indicator of future maladjustment. Perfect attendance is, however, no passport to normal behavior. Scholarship, objective test, health, scout and club, personality and behavior trait records are studied to detect the ear-marks of children that may become problems.

The scientific study and adjustment of behavior and personality problems in this community includes cases that have been studied and followed up by the state traveling child guidance clinic under direction of Dr. Norman Fenton, head of the state bureau of juvenile research. When the child guidance clinic was first organized in 1930, 12 major cases were studied here. Until the discontinuance of the clinic by the State Legislature for lack of funds a year and a half ago, 42 major cases had been studied. Other children with minor problems were investigated by special request of some parents.

The first cases of the clinic were the "attacking" types of conduct and included overt misbehavior. About 50% of these cases would probably have been sent to Whittier if they had not been studied in the schools. The last few years the introvertive types of children (such as withdrawing from reality, day-dreaming, sullen, shy, and timid children) have been studied. Many of them are endowed with high intelligence but low scholarship records, the reading disabilities and "mother-fixation" type—the spoiled and pampered boy or girl.

Twenty-two of the clinic cases have graduated into high school, 16 are at present in the high school and are doing satisfactory work; three who were delinquents at the initial study are working in the community; two of the cases were sent to state institutions; one has been returned and is attending a high school. Social histories were made of each case. "Follow-up" work has been continued. About 330 home visits a school year were made in the interest of clinic cases alone.

Reports of the progress of each case were sent to Dr. Fenton. Psychiatric social workers from the bureau of juvenile research have checked on the work in the schools from time to time. The personnel of the state traveling child guidance clinic consisted of the psychiatrist,

the clinical psychologist and the psychiatric social worker. Health examinations were made by local doctors.

Social histories were investigated and written by the local worker who sent them to the clinic headquarters several weeks before their arrival in the city. The clinic personnel interviewed children, parents, and teachers. Staff meetings were held regarding each case and recommendations made. The follow-up work was done by the local worker which has continued.

SINCE the discontinuance of the regular State traveling clinic, the mental hygiene program has gone on. Dr. Fenton's child guidance conference plan has been adopted, which is conducted similar to the original staff meetings held by the clinic personnel. Each fortnight the child guidance conference discusses one problem child from the educational, social and health viewpoint. The attendance and child welfare supervisor is the chairman.

Members of the conference are the school nurses, dental hygienist, physical education directors, school doctor, research director, dramatics teacher, supervisor of speech correction, curriculum advisor, and the principals and teachers of the child concerned. Cases are investigated and recorded the same as for the clinic. The majority of pupils studied recently have been those of reading disabilities, as it has been found that these children also need social adjustments. The Monroe diagnostic reading tests are given by the school research director.

A knowledge of the mental hygiene movement and the co-operation of the school personnel and parents are essential to insure success of the program. That the child is a "whole" or "total" personality, seems difficult for the public to grasp. Because education in the past has considered the child chiefly from the angle of the learning process, it is to be expected that parents, teachers, principals, probation officers and religious workers should see the child solely from their own particular viewpoint.

A child's personality is like a prism with its many facets. The prism of mental hygiene emphasizes many sides. It sees them all. It is the work of the visiting teacher to present and co-ordinate the whole child in his varied reactions to the teachers and parents. This is the only way that the child can be adjusted. To develop the highest possibilities in the pupil should be the teacher's motive. No one should get the erroneous thought that a stigma is attached to any child who is put through a child guidance clinic, any more than to have him diagnosed by a physician.

"Why are you studying this child?" is frequently heard by visiting teachers. If the teacher

is broadminded the answer is this, "Now, you should consider it a great privilege for any child to get so much attention. You probably have seen only his school personality!" Parents are often overcome with astonishment when they are informed of overt misbehavior in their boys or girls.

How are children studied? First, they are interviewed by the visiting teacher. She tries to establish a feeling of comradeship and good will in the child so he will confide his secrets to her. If she has made herself a "friend," the children will know it, and she will have little difficulty to get at the root of the problem. The real interests, yearnings, attitudes towards life, likes and dislikes of the child are discovered. He knows that she will help and guide him to success if he will co-operate.

AFTER the personal interview, she investigates his health history; his scholarship and objective test records; his attendance report; his reading abilities; personality and behavior traits; school history; social history from the parents who have already consented to the study of the child.

After the full study is completed, a program is mapped out for the adjustment of the child. These recommendations are classified into physical, social and educational adjustments and the visiting teacher interviews the persons concerned in a series of follow-ups over a long period of time. Only by adhering to a routine will a maladjusted child be straightened out.

Checks on the mental hygiene program are many. Improved attendance record, decrease in juvenile court cases, decline in overt misbehavior, changed attitude in the handling of children that present problems by teachers and parents, renewed interest in child psychology, a curriculum of progressive educational methods—all this means a happier childhood.

"For every child understanding and the guarding of his personality as his most precious right. For every child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American Flag."

* * *

What Is American Literature?

WILLIAM MORROW and Company have published a delightful small volume of 130 pages by Carl Van Doren on "What Is American Literature?" First published in California, this little book has crossed the continent for a new edition. Carl Van Doren is noted as the editor of Cambridge History of American Literature.

Guidance in the Elementary School

JAMES W. THORNTON, JR., *McKinley School, Redwood City*

SCHOOL days are wasted days for too many capable children. In the rush of his daily work, every teacher now and then stops to realize that some of his charges are not profiting by his instruction. For one reason or another, contact is not established between the curriculum and the pupil. The recent solution of this ever-present problem is the "guidance program."

While every alert administrator is alive to the need for guidance in his school, many have hesitated to initiate a program because of the added cost at a time when retrenchment is the order of the day. The text-books on the subject recommend a counsellor for every 250 to 500 pupils, with a visiting teacher highly recommended for every 1000 to 2000 in attendance. Only the most progressive boards of trustees in the richest districts could consider authorizing such an addition to school cost in these years of depression.

Considering these factors of need and cost, the McKinley School faculty has developed a compromise plan. While we do not claim that it is as effective as would be a program under the supervision of a qualified full-time guidance worker, we can point to good results in several cases. Further, the plan as operated has cost the taxpayers not one additional cent.

We consider the task of pupil guidance as twofold, concerned with the distribution of pupils to curriculum offerings and occupations, and with their adjustment to life in their classes and in their jobs. In the elementary school as now organized, there is little call for "distributive" guidance, either to courses or to vocations. The main problems of the elementary school pupils are those of adjustment.

To assist McKinley pupils in attaining this adjustment, a "guidance council" has been formed, consisting of the principal and four classroom teachers, chosen for their interest and training in the principles of pupil guidance. Each week, with the help of the home-room teacher, this council considers the case of one child who has been suggested by any of the teachers as presenting some problem in adjustment.

The facts about the home life of the child are ascertained by his home room teacher; results of group intelligence and achievement tests are

available; ordinarily, the chairman of the committee interviews the child, if he does not already know him quite well; and current marks in all subjects are gathered prior to the meeting. In cases where there is no family physician, the school nurse is consulted about the health of the child, and a physical examination arranged if indicated.

These facts are presented to the council by the various members in its weekly meeting, limited always to 30 minutes in length. The recommendations, written up as briefly as possible, together with the salient facts of the case, are circulated to all teachers, and then placed in the pupil's folder for ready reference.

Advantages of the plan are that it is inexpensive; it consumes but little out-of-school time; the pooled judgments of several teachers render the recommendations highly practical; the presence of the home-room teacher helps in getting the recommendations into effect; and the teachers become alive to many of the factors which go to make up a classroom "misfit."

Disadvantages of the plan include the facts that none of the council members are "experts" in guidance; the case of only one pupil a week can ordinarily be considered; at times, when home conditions need adjustment, it is difficult for any of us to make an authoritative presentation of the plan to the parents; and group tests, and the school nurse, are not the most reliable sources of information on the intelligence and health of the child.

The Human Element in the Classroom

The council feels, however, that in spite of these disadvantages, its work has been worthwhile, if only because of the increased awareness of the entire staff of the "human element" in the classroom. In addition, when we see young Joseph, bright but shy and undernourished, begin to act as monitor, gain weight on the milk provided him, and actually volunteer an answer in class; when we see Patrick, continually tardy, careless in his work, introverted and uninterested, actually begin to learn how to divide, to hand in his home-work on time, and astound the school with a clear soprano solo at an assembly; when we see Philip, who was becoming lazy and careless as a 7B, carry his 140 I.Q. and 135 E.Q. to the honor roll as an 8A;

when we see such results as in these actual cases, we know that, imperfect as our efforts are, they are decidedly not time wasted.

Further, by discovering these cases of maladjustment, and by showing what improvement can be brought about, we hope to be able to convince the taxpayers that guidance is a "fad" worthy of their support, so that in time we may have a more complete and better-staffed organization in our schools.

* * *

Ecole de Jardin . . . Paris

MURIEL GOODWIN, *Teacher*
The American School, Paris, France

IN France the type of school that corresponds with our kindergarten in America is the "Ecole de Jardin pour les Enfants," or Garden School for Children. These schools are numerous in Paris, being found in hidden security in a home with the usual high wrought iron fence in front with plates of iron securely fastened to the railing for further privacy. It is impossible to fathom the mystery of a French garden because of the high walls and iron fences which separate it from the sidewalk.

Fortunate for me to be properly introduced into one of these little schools. Their hours are from 9:15 to 11:45 in the morning, then lunch, and from 2 to 4 p. m. Some pupils are "externes," or come from their homes every day, and some are "internes," or live in the home. The pupils are few and receive individual attention thereby. When the weather permits all "exercises" (as all lessons are called) are held in the pleasant garden. Only in the early fall and spring is this possible for the Paris sun is generally conspicuous by its absence.

The aim of these little schools is to train the imagination and mind into self-expressive fields of accomplishments. Much attention is given to rhythm. The modern French music abounds in decided beats of almost barbaric intensity,

American jazz is popular here for that reason. Many number games are played, using kernels of corn or dried peas, as counters. One interesting art problem was a large envelope cut from wallpaper containing a cut up puzzle which when put together was the same size and design as the envelope (French wallpaper is glaringly full of design). Poetry and historical tales are recited in unison and a certain amount of religious instruction is included in the "cours facultatif."

Of course, the teacher and the language used are French. Two little American boys, less than 6 years of age, were living in this home and had learned to speak French after associating with the other children for three months. Mademoiselle Alice Rey, the directress of this particular school, who is of a very old and aristocratic French family, was at one time professor of French at Wellesley College. She understands the aims and methods of American education as well as the old and still used French system.

These garden schools start in October and close in June, with four weeks at Christmas and three weeks at Easter, when parents go to the south for sunshine or to the mountains for winter sports.

* * *

Hidden Treasures

HARCOURT, Brace and Company recently brought out a large three-volume literary series for junior-high-school students entitled, "Hidden Treasures."

To motivate the acquiring of better reading tastes, this series, as recommended by recent progressive courses of study, is organized around centers of reading interest, labelled Reading Purposes. Each purpose progressively guides pupil reading-interest forward toward adult appreciation.

The 197 selections in the three Hidden Treasures volumes were culled from 1500 selections submitted in a three-year testing program. Thus, guess-work has been practically eliminated, and a high degree of student-interest guaranteed.

THE problems with which education is faced these days are almost overwhelming. School budgets have been cut drastically at the very time when the welfare of children demands that they be expanded. Reduced revenues are closing school doors in many states, robbing boys and girls of their educational heritage. Business and industry are unable to absorb the young people who are graduating from our high schools and colleges. In many states the crying need is a modern system of school support. Tenure laws, retirement systems and school equalization funds are under attack.

WILLARD E. GIVENS, *Secretary, National Education Association.*

Creative Expression

RUTH KEARNEY, *Ramona Elementary School*

NUMEROUS educators and teachers have read or studied about "Creative Expression," but have considered it another form of activity work. It is quite possible to have creative expression in the classroom without promoting an extensive project.

It seems to me that there are three essential points to be remembered in promoting creative expression in a class. They are as follows: (1) Background of study for creative work, (2) Inspirational help and guidance, and (3) Display or recognition of child's creative work. Some people might dispute the last item.

It seems to me that a teacher or leader must prepare a background of study for the best creative activity. Numerous teachers feel that creative power is inherent in children and it is only necessary to quote the magical term "create," and the child will create a masterpiece of work. If a teacher desires good creative work in her literature class, she should precede the creative period with an intensive study of literature.

For example, take the "Legend of Sleepy Hollow," by Washington Irving. The child should have a complete knowledge of the story and the characters in order to compose a good play, story, poem, or picture about the legend. The teacher should endeavor to find pictures or poems which have previously been written about this story.

After the child has made a complete study of something such as this legend, he is prepared to begin his creative work. It is well for the teacher to have a review period and briefly summarize the work before commencing the creative period. The second greatest attribute to creative expression is the inspirational help and guidance which is offered by the teacher. This may be in the form of suggestions as to kinds of creative activity which the child may pursue, or it might be actual assistance in composing a poem or a play.

Seek For Originality

It is absolutely necessary for the teacher to realize that a child cannot express himself perfectly during the first lesson. It may be necessary for the teacher to write a few lines of a poem for the child in order that he may be started toward creative expression. The child

should receive the greatest of encouragement for his first efforts, and the teacher should always be seeking for originality rather than perfect grammatical structure.

When the child considers his work finished, the teacher may correct it and help him with grammatical errors, but an endeavor should be made to keep in mind that the purpose in view is creative activity.

Oftentimes it is necessary to provide a stimulus for creative activity, and one of the best forms of stimulating such activity is a school newspaper. It is quite possible for every school to have some form of school newspaper. It may be run off on a hectograph or it may be elaborately printed by a linotype machine. Of course another form of stimulus is the publication of their work in the local newspaper, and its exhibition on school bulletin boards.

It is necessary to keep in mind that the child's creative work might be a personal matter, and he may not want to have it exhibited. His permission should be obtained before his work should be exhibited. Some children may be so backward that they shrink from handing in their original work. A box should be placed in the room so the children may put their work in it.

* * *

Thorndike Library of Childrens Classics

The Thorndike Library, edited by Edward L. Thorndike, Ph. D., professor of education, Teachers College, Columbia University. Six volumes: *Andersen's Fairy Tales*, by Hans Christian Andersen; *Black Beauty*, by Anna Sewell; *Pinocchio*, by C. Collodi; *A Wonder Book*, by Nathaniel Hawthorne; *Heidi*, by Johanna Spyri; and *The Little Lame Prince*, by Miss Mulock, and *The Water Babies*, by Charles Kingsley, in one volume. 12mo; illustrated; 80 cents each; Appleton-Century, publishers.

THE Thorndike Library, a graded series of children's classics, which is launched with the publication of six volumes intended for children of Fourth Grade reading ability, is the fruit of Edward L. Thorndike's many years of study, investigation, and scientific experimentation in the fields of reading and word study. Dr. Thorndike has brought the vocabularies of these books within the 2500 words most frequently used in English literature, introducing occasionally a word outside of the 2500. About one word in every 200 is a word outside of the list of 2500 words most commonly used.

The Thorndike Library blazes a new trail and these first six volumes should attract wide attention in the elementary school field where there is a paucity of appropriate material to aid in the development of reading ability. They should be especially useful with children of average or below average reading ability.

Our Knighthood of Youth Club

MRS. ALLISON KRAMES, *Teacher, 5A Grade, Williams School, Bakersfield*

DOWN through the ages pageantry and chivalry have always found universal response in the heart of Youth. For this reason the modern conception of the qualities of knighthood as set forth in the national organization called Knighthood of Youth appeals strongly to children of grammar school age. This club's universal appeal, coupled with its flexible adaptability, makes it the ideal organization for character education among children of these grades.

About four years ago the first Knighthood of Youth Club was started in the Williams School as an extra-curricula activity. Before the organization was attempted, we sent to the National Child Welfare Association, 70 Fifth Avenue, New York City, for badges, literature, charts and guide-books. By means of these, the objectives, principles, and methods of organization were thoroughly studied and a sympathetic understanding and a comprehensive background of the movement was obtained.

The club idea was then presented to the 5A class. After thoughtful discussion, the class unanimously voted to organize a Knighthood of Youth Club. As a class activity there was a marked deviation from the regular organization. The guiding principles were the same but many new requirements were adopted.

The "adventures" for character-building were supplemented by "adventures" for scholarship. These were carried out through a "Knighthood pledge" and a "school-work contract."

The club officers are president, vice-president and two secretaries. Every member of the class belongs to a working committee, such as health, scholarship, citizenship, safety, etc.

Advancement along the knighthood trail is marked by the award of badges signifying the rank attained. Everyone starts as a Page and progresses to Aide, Esquire, Knight, Knight-Marshall, Knight-Bannerette, Knight-Constant, Knight-Crusader. Each badge is of a different color with picture and title of rank it symbolizes.

Sometimes a promotion is given for an exceptional action. As an instance: Mickie, a member of the 6A Club, discovered a neighbor's house afire. She quickly ran to the telephone and called the fire department, then ran over to the house, helped get the children out

and took care of them during the excitement. She said she remembered that "a knight must help in emergencies."

IN actual practice in the Williams School the organization has proved its worth as an incentive to self-directed effort in classwork and to self-responsibility as young citizens. The following incident of recent occurrence shows how very real the tenets of Knighthood become to the youthful followers:

Riney is a genuine little roughneck in the 6A. Formerly his code was "Do as I please, and do nothing I don't want to do." After starting on the "Quest of the Goodly Knight," he found it hard to keep to their code but he continued to try. One day some one saw him helping two little children out of a difficulty. When asked about it at club meeting, Riney's report was about as follows: "The little girl was wheeling the baby along the street when the buggy ran into a rut and tipped over with the baby. It was too heavy for the little girl to lift up. I wasn't very keen about having the other kids see me with the babies, but I knew a 'knight' ought to help people in trouble, so I went back and picked them up."

I am constrained to add a word of warning. Let no teacher think that this is an "easy way" to maintain discipline and get the school work done. It surely does accomplish the desired results, but it takes an unbelievable amount of work and faith and enthusiasm on the part of the teacher to get it properly started and maintained at the high level essential to obtain those results.

Endless Hours . . . Faith, Confidence

The study and thought needed to acquire the necessary background for the organization of the club; the work of selecting, preparing, outlining and mimeographing the study units take endless hours of extra time. The maintenance of faith, confidence, and enthusiasm in spite of lapses and backslidings requires loads of patience and a steadfast morale. Nevertheless, the results are many times worth it all.

And when some young "knight" kills his "dragon," be it of quick temper, disobedience, poor spelling, or what not, the victory is as real and worthwhile to our youthful "Knights of the Silver Shield" as ever were theirs to King Arthur's Knights of the Round Table.

Educational Desires of Transient Boys

GEORGE E. OUTLAND, *Supervisor of Boys Welfare for Southern California, Federal Transient Service*

ONE of the biggest problems that has faced the Federal Transient Service in its program for wandering boys in California has been that of providing an adequate educational program. In the earlier days of the service the most important problem was that of securing and paying for competent, trained instructors. With the inauguration of the Emergency Educational Program, and the extending of its services to transient shelters and camps, a tremendous step forward was made, and the problem then became one of determining which types of courses should be taught.

Many workers in the transient field felt that an emphasis should be placed on "practical" courses; on those subjects which would give definite vocational training in certain lines of work. They pointed out that not only would such courses fit the migrant boys to better enter the industrial scheme, but that they were the only kinds wanted by the boys themselves, and the only kinds which they would study. In the early days of the Federal Transient Service, it was not realized that the majority of the boys "on the road" were about as well educated as American boys as a whole. Studies that have been made since have brought out the astonishing fact that the transient boys of this country have an educational background of better than ninth grade, on the average, and that nearly three out of every five have completed at least the first year of high school¹.

When it became certain that the Emergency Educational Program in California was going to be extended to include transient camps, the Director of Camp Piru, a resident camp in Los Angeles County for transient boys under 21 years of age, submitted to the 134 boys then enrolled a questionnaire, asking them to check which subjects they would like to study. He pointed out that the result of their vote would have a large place in deciding which courses would be eventually installed.

The results were astonishing, not only to the Director, but to the large group of workers in

the Federal Transient Service that had been firmly convinced that migrant boys wanted nothing to do with academic studies.

English with 90 votes out of the possible 134, led all other subjects in popularity. One might guess a long time before deciding on English as the subject most desired by wandering boys! It later developed that many boys felt that when they applied for positions they were judged on their speech as much as on any other one trait, and felt that they needed to improve their vocabulary and method of expression. The vote for English must be construed as a desire for a better speaking and writing knowledge of the language rather than a wish for more knowledge of the intricacies of grammar, or a fondness for literature.

Two other academic subjects, Penmanship and Arithmetic, were tied for second place along with the ever popular Aviation, with 70 votes. Neither subject is usually thought to be a favorite choice with boys throughout the American secondary educational system. In this case, the reasons for wishing a course in Penmanship were similar to those for asking for English: the desire to write a better hand as a means of improving one's chances to secure employment. The vote for arithmetic, as well as that for Algebra and Geometry, came, in most cases, from those boys with a fondness for engineering and mechanics, who realized that they were deficient in mathematics.

Spanish Rates Highly

The high ranking of Spanish on the list is not so easily explained. That as many transient boys should want to study a foreign language as should want courses in Electricity or Auto Mechanics or Radio is indeed surprising. Most of the boys had made their way to Southern California by way of Texas and New Mexico and Arizona, and it may be that the constant contact with the Spanish language in those states, together with the association with Mexican boys in the camp itself, had caused a desire on the part of a large share of these Eastern lads to study Spanish.

The complete results of the questionnaire are given below. The first 22 subjects listed were the ones given in the questionnaire itself, the

1. Outland, George E., *The Education of Transient Boys, School and Society*, Volume 40, No. 1033, October 13, 1934, pp. 501-504.

others having been written in by individual boys.

90 English	47 Geometry
70 Arithmetic	39 Music (Vocal)
70 Aviation	35 Dramatics
70 Penmanship	33 Public Speaking
69 Reading	32 Blue Print Reading
68 History	20 Landscaping
63 Spanish	15 Typing and Shorthand
63 Auto Mechanics	8 Diesel Engineering
63 Electricity	3 Bookkeeping
61 Radio	1 Chemistry
58 Commercial Art	1 Civil Engineering
58 Algebra	1 Botany
53 Civics	1 Biology
51 Current Events	
51 Music (Instrumental)	

In conclusion, it might be pointed out that the educational program at Camp Piru now consists of the following courses: Architectural Drafting, Arithmetic, Civics, Electricity, English, General Mechanics, Music, and Radio.

In Memoriam

Charles William Andrews, teacher at Aptos Junior High School, San Francisco. He was a member of C. T. A. Bay Section Council.

Dr. Edgar H. Price, teacher of history, Polytechnic High School, Long Beach. Dr. Price was born in Illinois, educated in the Middle West and at Yale University. He went to San Bernardino in 1907 as a minister; later entered the teaching profession and became superintendent of schools, Chino. Upon his return from war service in Europe in 1919 he was elected to the Long Beach position which he occupied until his death.

William Harris Elson, for 27 years associated with Scott, Foresman and Company, and nationally known as author of the Elson Readers.

Wallace Feenaty, a native son of California and for many years rural supervisor in Trinity County, recently teacher in Salt Creek District School, Hayfork, Trinity County.

Mrs. Lily E. McClellan was born July 27, 1866, at Brown's Valley, Yuba County. Her first teaching was in Northern California, where for several years she taught at Rio Seco, Manzanita, Gridley, West Liberty and Brown's Valley.

After moving to Southern California, she taught in Alamos School District, Sawtelle and Ontario. She was teaching her 25th year in Ontario and her 42nd year in California schools when she passed away in November.

She was active in welfare and civic work, in addition to her school work, right up to the eve of her death. Her noble character and her unselfish, unnumbered acts of kindness and love endeared her to all who knew her.—Anna E. Britton, principal, South Euclid School, Ontario.

(Please turn to Page 64)

Augustus O. Thomas Passes

Henry Lester Smith, President, National Education Association

AUGUSTUS O. THOMAS, secretary-general of the World Federation of Education Associations, recently died while at work. Thus ended abruptly a career in education begun in isolated country schools, enriched by official contacts with the schools of two states, and finally extended to include relationships with educational leaders in all the civilized lands of the world.

It was during his service as state superintendent of schools in Maine that there came to him the vision of world unity through a common idealism. All the high achievements of modern civilization appealed to him as the results of conscious or unconscious co-operation between widely differing peoples through the long course of time. When he was appointed chairman of the foreign relations committee of the National Education Association in 1920 he conceived the idea of a World Federation of Education Associations.

At the San Francisco meeting of the N. E. A. in 1923 he proposed and effected the organization of such a federation. Into it he poured the vigorous efforts of his final years. He was president and leader of the World Federation for eight years. In 1931 he came to Washington as its secretary-general. No one was better fitted for this task. He brought to it a rich experience in education, an ideal of world goodwill and understanding far ahead of his time, and a kindness of heart which won him instantly the friendship of people in every country of the world.

Charles F. Seymour

G. R. Tracy, Polytechnic High School, Long Beach

CHARLES F. SEYMOUR, head, department of social studies, Long Beach Polytechnic High School, and founder of the California Scholarship Federation, died after a brief illness, on January 23, 1935, at the age of 53. A native son, he was born in Oakland and educated in Los Angeles public schools. He was a graduate of the University of Southern California, with a master's degree from the University of California at Berkeley, and a B.D. from Drew Seminary.

The idea of organizing a statewide scholarship society came to him in 1916, while principal of National City High School (now called Sweetwater Union). After five years of campaigning he succeeded, with the support of Principal David Burcham of Long Beach Polytechnic High School, in effecting such an organization. Mr. Seymour has been the guiding spirit of the federation for the past 13 years, and under his tireless, wise counsel it has grown continuously in vitality and prestige.

And now, appropriately, with more than 250 active chapters throughout the state, the California Scholarship Federation, the most outstanding organization of its kind in the country, is a living witness to the success of his dream, a fitting monument to his zeal for improving scholarship.

In Mr. Seymour's passing the educational world has suffered the loss of one who might be described, with a rare degree of accuracy, as a "scholar and a gentleman."



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Our American Flag Program

LESLIE V. RUSSELL, *Aptos Junior High School, San Francisco*

AS Communism and other "isms" have gained greater footholds and following in this country, the true American has been wondering what the public schools are doing to further American ideals and patriotism. In spite of the fact that schools have not let down on patriotic zeal and continue to salute the flag regularly, pledge allegiance, give programs featuring Washington's birthday or similar occasions, and teach American ideals as set down in American textbooks, schools are challenged.

No better time than the present might be chosen to present a program, illustrating the origin and development of the American flag, which might be made entertaining as well as patriotic and informative. An abundance of material and information from which such a program might be produced is available to all schools.

Such an entertainment was presented at Aptos Junior High with a Seventh Grade Social Science class. The program consisted of two main parts with community singing of patriotic songs before and after the program and a martial tap dance during the intermission.

A Typical Classroom Scene

The first part of the program was a classroom scene consisting of teacher and about 15 students in a typical room with a large American flag properly affixed to the back wall. Information in the form of questions and answers and discussion concerning flag usage and flag etiquette were presented in the usual classroom

manner. Use of bunting and the draping of flags as well as placing the American flag in relation to other flags was actually demonstrated.

The principles for which red, white, and blue stand were brought out by the teacher when she called upon three girls, who are dressed in the three colors, to come to the front of the stage and tell what the colors meant. As a finale to the first part of the program, a student suggests that the class prepare a program illustrating the origin and development of the flag.

The Glorious History of Our Flag

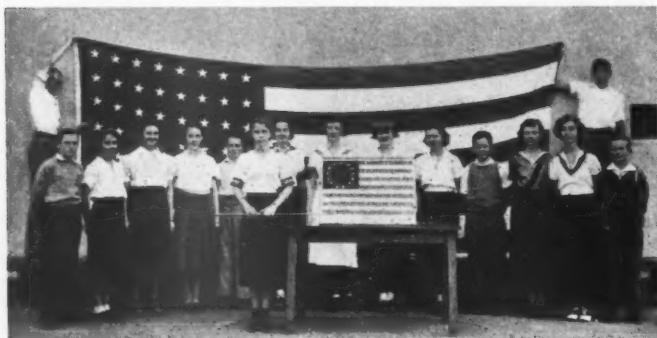
As a natural sequence, then, the second part follows after a short intermission. Using a series of large placards, done in color and showing the various flags from the founding of New England to the adoption of our present Stars and Stripes, a group of students took turns in discussing the development of the flag. One student with a pointer brought out the features of each flag. Considerable interest is over the interpretation of each star and the locating of California as the thirty-first star.

Girl and Boy Scouts in uniform formed part of the student group for this episode, at the conclusion of which the entire assembly arose for the Pledge of Allegiance. This was logically followed by the singing of America with scout leaders.

The success of such a program depends not upon elaborate staging or costuming but rather upon the realization that the American Flag is the subject. The students enter wholeheartedly into the seriousness of the project and it is a success.

Any age or grade group can be used with the Social Science class-work as a background. There is little or no expense attached to the staging and the use of uniformed scouts will add to the color of the program. Why not try it for your next assembly?

Flag ceremonies and the Pledge of Allegiance are in very general use among California schools and are worthy of all commendation by patriotic citizens.—Editor.



Seventh Grade Social Science class at Aptos Junior High School, San Francisco, in a Flag program

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We Sagebrush Folks

ROBERT W. SPANGLER, *San Francisco*

OVER a third of a century ago the "Twin Falls Country" lured the city dwellers from Chicago, Pittsburgh and other Eastern cities, along with the farmers from New England and the Middle West. The new Carey Act which put water on the sagebrush desert was transforming Southern Idaho into a land of plenty. The desert was being made to "blossom as the rose"—so the farmers and near-farmers pulled up stakes and started on their trek westward.

The city folks knew little if anything about farming, and the eastern farmers were to find that irrigated and dry farming were quite different from farming on the other side of the Rockies. They also found that Southern Idaho could both smile and frown upon her conquerors. Some of the "book farmers" from Chicago, whose previous experience in the city consisted of watching the janitors mow the grass on the patch in front of the apartment, "made good" and became leading citizens. Successful eastern farmers failed in the sagebrush country and went back disgusted and discouraged. All in all, it was a queer conglomeration of people who flocked to Southern Idaho in the early 1900's.

The Twin Falls Country—a tract of a half-million acres—in 1904 was a sagebrush desert.

Land could be bought for 50 cents an acre, and dear at that. Then the water came. Twin Falls City was born. Land went to \$500 an acre—and worth that.

Today, Southern Idaho is still almost as near Paradise as the early promotion literature said it would be. Its people, in the main, are prosperous and happy.

The story of the first settlers on the "North Side Tract" (this being across the Snake River from the Twin Falls or "South Side Tract" and settled ten years after Twin Falls was off to a successful start) is interestingly told by Anne Pike Greenwood in "We Sagebrush Folks," published by D. Appleton-Century Company.

Mrs. Greenwood has a delightful sense of humor. Her story sparkles with it at times, while again she brings the tears when she relates the hardships of conquering the sagebrush.

Anyone who has lived in the sagebrush country and learned to love it will enjoy this book and talk about it to their friends. To those who have never "smelled sagebrush after a rain," *We Sagebrush Folks* offers something essentially different from the ordinary tale. This is a thrilling saga of the last frontier.

* * *

The widely known Hawkes, Luby, Touton Algebra series, published by Ginn and Company, now appears in the new, thoroughly revised editions. There is, First Year Algebra; Second Year Algebra; and Second Year Enlarged Edition. These algebra texts are of national good repute and are widely used in better schools.

School Bus

I THOUGHT you might be interested in this picture of an Idaho school bus which I took February 22 at Rexburg, Idaho, showing the school in the background. This sheep wagon on runners contains a wood-burning stove* in the center, with two long benches on each side seating 32 children. It goes out in the country about three miles. Wouldn't Raymond S. Cato be surprised if he tried to apply his book of school bus regulations?—John R. Nichols, Executive Dean, Southern Branch, University of Idaho, Pocatello.

(*Metal chimney of stove is visible above canvas roof of bus.—Ed.)





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A Recreation Program

The ten-point emphasis for avocational, recreational, and leisure-time activities training and expression as outlined for the Los Angeles Public Schools.

MAJOR GEORGE W. BRADEN, *Western Representative National Recreation Association, Pasadena*

IN order to make the new leisure an asset in community life there must be a great increase in facilities, leisure time training, greatly enriched and expanded programs and skilled, sympathetic and highly qualified leadership. It must be recognized that all people do not seek recreation in the same way and that facilities and programs must serve all ages and conditions of people year-round and at convenient centers.

Cities maintaining community recreation service in the West have increased from 45 in 1923 to 116 in 1933 and as yet we have only scratched the surface. The annual expenditure for planned community recreation of some thirty million dollars is only 2% of the amount of money which the people of the nation spend annually for moving pictures which is stated to be about one and a half billion dollars.

John H. Finley, vice-president of the National Recreation Association, in his foreword in "The New Leisure Challenges the Schools" has stated that it is a more difficult task to teach men to use leisure rightly than to instruct them how to labor efficiently and that it is indeed likely that the wise use of increasing leisure may become for the masses as for the few the chief end of education.

The Ten Point Emphasis

1. Nature Contacting and Nature Crafts—Nature lore, Indian lore, camps, hikes, outings, nature guiding, nature books, collections and museums.

2. Social Recreation—Training for right social practices and contacts, the technique and management of parties, dances, dining, etc., the management and control of social recreation centers, and special planning of social contacts of young people of marriageable age.

3. Physical Activities—The culture of the body as a fine art—the Greek emphasis; physical education as equipment for fine and abundant living rather than as a preparation for sports and pastimes which are an end in themselves; the cultivation of self-chosen activities which carry over into adult life—dancing, aquatics, hiking, horseback riding, tennis, badminton, archery, golf, etc.

4. Recreative Music—Music for the joy of

self-expression through sound creation—bands, orchestras, chorals, harmonica bands, folk music, etc.

5. Recreative Drama—There needs to be a tremendous expansion of the dramatic emphasis which has been too largely confined to the producing of plays—pageants, the major and minor festivals, processions, pantomimes and tableaux, dramatized poems, dramatized stories, dramatized costume parties, shadow graphs and puppetry.

6. Rhythmics—Fundamental training in rhythmics—folk, national, athletic, interpretative, gymnastic, classical, naturalistic and social dancing.

7. The Recreative Arts of Line, Color, Form and Perspective—painting, sculpture, plastics, relief and photographic arts.

8. Handicraft Arts—work in wood, metal, textiles, paper, leather, and reed, raffia, bead and wire work.

9. Scientific Experimentation Hobbies—Astronomical, botanical, electrical, chemical, aeronautical and radio. Thousands of boys are tinkering with automotives, radio, aircraft and boat building.

10. Linguistic Arts—old-fashioned spelling bees, debates, forums, essay writing, topical writing, short story writing, play writing, linguistic arts memory contests of familiar literary expressions and the cultivation of recreational reading. The San Francisco Recreation Department is putting on weekly recreative spelling contests over the radio. There are scores of short-story writing organizations in the West limited to amateur productions. There is need of reviving participation in public speaking and debates.

School recreative leisure-time organization and promotion will normally be divided into four parts: (1) required curricular activities, (2) extra-curricular self-chosen activities for those attending school, (3) community recreation activities for youth and adults not in school, (4) the adequate management and control of school recreational facilities for self-controlled groups.

Limited Bibliography

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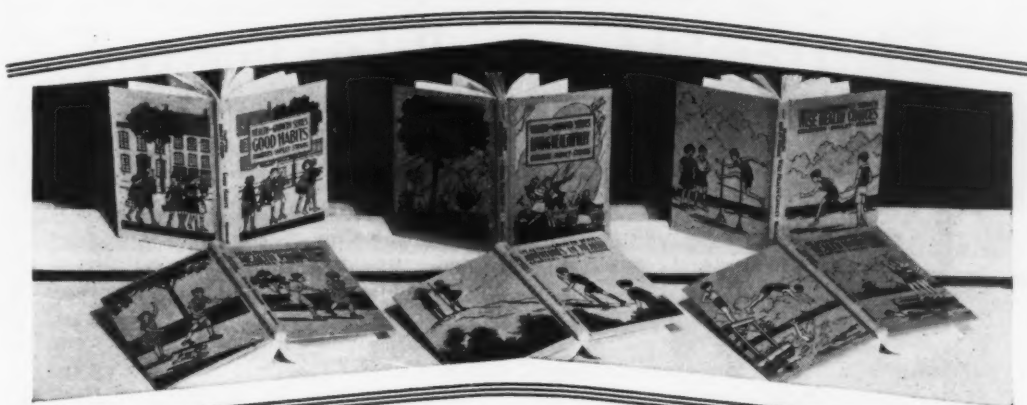
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The Leisure Hours of Five Thousand People—National Recreation Association, pamphlet.



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Educational Measures Before Congress

SIDNEY B. HALL, *Chairman*

National Committee for Federal Aid to Education

THERE are now before Congress some 20 or more educational bills of a general nature. At least 50 additional educational bills for special purposes have been introduced. Among the latter are those which would provide for the erection of school buildings for Indian children, and one which would create a National Conservatory of Music.

Interest in educational matters on the part of Congress appears to be increasing, and the early introduction of other educational bills is expected. Several members of the House have indicated their intention of introducing bills which would provide permanent federal aid to education. A bill now in preparation would make available federal funds for the education of children in national park areas and on governmental reservations.

Direct Federal Aid to Education—Four bills have been introduced to provide federal funds for school purposes during the remainder of the school year 1934-35. These bills are H. R. 4552 (Representative Jed Johnson of Oklahoma), H. R. 4677 (Representative Rogers of Oklahoma), H. R. 4745 (Representative Deen of Georgia), and H. R. 5264 (Representative Kenney of New Jersey). The Deen bill authorizes the use of \$48,000,000 of any funds appropriated for emergency relief work. The Rogers bill authorizes the use of \$100,000,000 of such funds for this purpose. The Johnson bill stipulates that the amount shall be sufficient to meet the needs of the states. The Kenney bill provides that \$75,000,000 be disbursed on the basis of educational needs prior to June 30, 1936. No hearings have been arranged on these bills, for it has been understood by some members of Congress that adequate provisions would be made through FERA channels for keeping schools open the remainder of the school year. No satisfactory program of this nature has been announced, however, and hearings are likely to be held immediately after the work relief appropriation passes the Senate, if no positive announcement has been made by that time.

The Johnson bill provides also for a minimum appropriation of \$10 per child annually to aid districts in maintaining a nine months school term, and authorizes the RFC to buy teachers warrants. Representative Rogers of Oklahoma has introduced a second bill, H. R. 5296, which provides for a direct appropriation of \$100,000,000 for the remainder of this school year and for a minimum of \$5 per school child annually for meeting the costs of elementary and secondary education. This bill also provides for the purchase of teachers warrants by the RFC. Representative Terry of Arkansas has introduced a bill, H. R. 2868, which provides for a \$75,000,000 appropriation for education for the fiscal year ending June 30, 1936.

Loans to Schools Through the RFC—Representative Terry of Arkansas has introduced two other bills which provide for loans to school districts by the RFC. One of the bills, H. R. 2867, provides for loans to keep certain elementary schools operating for a minimum of six months. According to the bill the schools must be "badly distressed . . . due to drought, flood, fire, depression, or other acts of nature beyond control" before they are eligible for loans. Furthermore, 30% of the legal income of the districts, under this bill, must be required for debt service before a loan will be granted. The other bill, H. R. 3253, provides that the RFC shall make available \$250,000,000 for the purpose of refinancing school district indebtedness within the next three years. This bill, in principle, is in keeping with the fourth point of the six-point program of federal aid to education, sponsored by the National Committee.

H. R. 2050, introduced by Representative Knutson, of Minnesota, authorizes the RFC to make loans to public school districts to aid in the maintenance of schools, including the payment of teachers salaries. The bill provides that loans shall be made through the purchase of tax warrants or other lawful securities of school districts. Representative Guyer of Kansas has introduced a bill, H. R. 4990, which authorizes the RFC to make

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can earn \$200 to \$300 per month this summer in commission and bonus.

Successful applicants must be between the ages of 27 and 40, have at least 3 years Normal or college training with three or more years of teaching experience. Those whose teaching has been in the social studies or the sciences will be given preference. Write to the nearest office below for personal interview, stating age, education, teaching experience, the date your school closes and length of time you can work.

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loans to publicly and privately controlled colleges, universities, and other institutions of higher learning. Data are now being collected on the amount of school district indebtedness throughout the United States. As soon as these data are assembled, hearings will be arranged on the proposition of authorizing the RFC to refinance school district indebtedness in cases where an excessive amount of school revenue is required to be spent for debt service.

Vocational Rehabilitation and the Education of Handicapped Children—Representative Brooks Fletcher of Ohio has introduced a bill, H. R. 3050, to amend the Vocational Rehabilitation Act of 1920, and to increase the appropriation for this purpose from \$1,000,000 to \$2,000,000 annually. Representative Fulmer of South Carolina has introduced a bill, H. R. 16, which provides for the co-operation of the federal government with the several states in the care, treatment, education, vocational guidance and placement, and physical rehabilitation of crippled children.

The Economic Security Act, H. R. 4120, was introduced by Representative Doughton of North Carolina. Bills embracing practically the same provisions as the Doughton bill were introduced in the Senate by Senator Wagner of New York and in the House by Representative Lewis of Maryland. Sections 702 and 703 of this Act refer to the health and welfare of crippled and indigent children. The Children's Bureau is designated as the agency to administer this phase of the economic security program. U. S. Commissioner of Education Studebaker proposed to the Senate and House Committees holding hearings on the Security Act that the Act be amended to make provision for the education of handicapped children, and that all educational programs be administered by regular educational officials. It is understood that the bill is being rewritten at the present but thus far no assurance has been given that proper provision will be made for the education of the children in question.

Unemployed Graduates—Senator Walsh of Massachusetts introduced in the Senate S. Res. 67 which was passed on February 4. This resolution is designed to make a check on the employment status of graduates of educational institutions. The investigation covers persons 18 to 30 years of age. The resolution recognizes the serious unemployment conditions confronting young people, particularly those graduating from all types of educational institutions, whose employability rapidly declines with disuse of their information and skill. The Senate by this resolution has called upon the Secretary of Labor for information concerning the numbers of unemployed graduates, and for an opinion as to the feasibility of establishing a special bureau in the Department of Labor to serve the needs of such youths, including the maintenance of an employment office. While this resolution is commendable in purpose, it illustrates the lack of understanding of the relation between the employment of graduates, and the schools and colleges engaged in training for such employment. It is felt by many that placement should remain a function of the schools and colleges, and that the co-operating government agency should be the United States Office of Education. It has been reported that the Department of Labor has already requested the Office of Education to furnish certain data in connection with this investigation.

Persons interested in any of the measures set out above should express their views to the sponsors of the measures and their representatives in Congress.

Legislation Affecting Young Children

NATIONAL EDUCATION ASSOCIATION has published a 32-page bulletin on school legislation affecting young children. This important document is worthy of careful study by all California kindergartners and others interested in child welfare.

The conclusion is stated that: "The general impression obtained from this analysis of legislative provisions affecting the education of young children is one of great unevenness in progress. Few states have any legal provisions covering the nursery school. The laws of kinder-

gartens appear to be incomplete. One explanation, so far as the nursery school is concerned, is that this educational agency has been chiefly on an experimental basis in the United States. Many experts in the field hesitate to see the principles of nursery school education too hastily crystallized into law. Many parents still adhere rather tenaciously to the traditional American view that the young child is better off in the home until the age of six years.

"Doubtless these two points-of-view have also retarded the development of kindergarten legislation. The times require a broad, forward looking social program for children between two and six years of age."

Important New Books

Haruko, Child of Japan.....\$1.12

By Eva D. Edwards, Claremont City Schools, California.

This new forthcoming book on Japan for the third and fourth grades is an advance on any of the books so far published for children of those grades. Delightfully written, it gives a real look into the everyday life of Japanese children. The illustrations have been selected with a great deal of care.

Children of Mexico.....\$1.50

By Irmagarde Richards and Elena Landazuri.

Our children are introduced to their neighbors south of the Rio Grande through a series of stories. Children of the past, Aztec, Spanish, and Colonial, present Mexico's background. Children in hacienda and city, and in remote Indian villages, present the life and customs of vital post-revolutionary Mexico today. The history and geography inherent in the stories are supplemented by topical material, maps, charts, tables and other data.

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By Mae Johnson Corwin. On trees and flowers.

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A Memorial Day Play

Written by Elizabeth Knox, (age 11), Red Hill School, San Anselmo; Mrs. Ida M. Adams, Principal

Scene: A community room such as is used for clubs.

Time: May 30th.

Characters: About 30 girls. Boys can take part by substituting names to suit.

To an appropriate tune girls come in carrying large clothes-basket filled with flowers to make wreaths and bouquets to decorate soldiers' graves.

1st Girl: My, we must hurry, we certainly have a lot to do to get these flowers ready in time to decorate the soldiers' graves this morning!

2nd Girl: Wasn't it nice of Mrs. West to give us all these lovely flowers to decorate with. She must be a Gold Star Mother.

3rd Girl: Yes, I know she is because her son was an Ace in the Flying Squadron and was shot down by the enemy.

4th Girl: Betty where did you get those pretty flowers?

5th Girl: My mother picked her choicest ones from our garden.

6th Girl: I asked Mrs. Crabtree if she would let me have some of her flowers, but she said "No"!

7th Girl: Why, I can't imagine anyone not wishing to give flowers for the soldiers' graves.

8th Girl: When my mother was a little girl she and the others would get promises for flowers; if they couldn't get enough they would pick wild flowers and make wreaths and bouquets of them.

9th Girl: Yes, and my auntie says she used to wear a white dress, and march in the parade as a flower-girl, carrying a small basketful on her arm. They would go to the cemetery and decorate the soldiers' graves.

10th Girl: My uncle was under age, yet he wanted to go to the World War, so he ran away from home and joined the navy.

11th Girl: What does Memorial Day mean?

12th Girl: Yesterday in school I gave a report on it, so I'll tell you: Each year every state in the Union sets aside a day to commemorate the services of the soldiers and sailors, in the Civil War, and since 1898, of those in the Spanish-American and other wars also. The custom arose from the practice in the South of decorating the graves of the Confederate

dead, whence came the name of "Decoration Day."

13th Girl: Today it is observed in all the States, North and South alike, and in many of the States on the same day—now the day has become revered for all dead.

14th Girl: My great-grandfather was a Confederate flag-bearer and fought with General Lee in the Civil War. He was captured and held prisoner by General Grant.

15th Girl: Did he die in prison, or escape?

16th Girl: No, his mother went to President Lincoln, and begged for his release, as he was so young.

17th Girl: There, my wreath is finished, isn't it pretty? (holding it up). How do you like it?

18th Girl: I think it's beautiful, you put in the red roses and white daisies and blue forget-me-nots just right.

19th Girl: My grandfather fought with Teddy Roosevelt at San Juan in Cuba with the Rough Riders.

20th Girl: Girls, have you heard about the grave of the Unknown Soldier?

21st Girl: I've heard of it.

22nd Girl: No, I haven't.

23rd Girl: What does it mean?

24th Girl: In honor of all the soldiers killed in action and not accounted for, each government that took part in the World War selected an unknown soldier from the battlefield, buried him in the capital and built a fine monument. Every year notables lay wreaths over those graves.

25th Girl: All our flowers are used up.

26th Girl: We will have to hurry or we will be late.

27th Girl: I do hope there will never be any more wars.

28th Girl: No, I don't like to think about it.

29th Girl: (Loudly) The world must know that wars do not pay.

* * *

The Adjustment Service

JEROME H. BENTLEY, director, Adjustment Service for New York City, has recently reported in a bulletin of 70 pages an experiment in adult guidance. The service, a free community counselling service for adults, operated from February 1, 1933, to May 31, 1934, and served over 12,000 men and women. The experience gained has been made available in a series of manuals which may be obtained from the association.

Mr. Bentley cogently points out that "a society whose keynote is change, should supply a type of training which will equip individuals to adjust themselves to change. Even though changes may displace men and women en masse, readjustment is personal."

30 Courses in Teacher-Training for Spring Quarter—March 25 to June 8

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■ Complete new Spring Quarter schedules fully describing all courses are now available. Write, phone or call for your copy today.

SCHEDULE of SPRING QUARTER COURSES

COURSES	No.	INSTRUCTOR
Fundamentals in Education	102	Thompson
Public Education in the United States.....	103	Crawford
Character Education Orientation	108	Starbuck & Staff
Problems of the Teaching Personnel.....	112	Tiegs
School Organization and Administration.....	116	Hull
Organization and Administration of Elementary Education	118f	Hauck
Supervision of Instruction	119	Weersing
Problems in Primary Methods & Supervision.....	126	Adams
Problems in Elementary School Curriculum.....	127f	Lane
Problems in Elementary School Curriculum.....	127s	Lane
Problems in Elementary School Curriculum.....	127t	Sherer
Psychology of Elementary School Subjects.....	129f	Adams
Educational Psychology, Introductory	130	Raubenheimer
Growth and Development of the Child.....	131	Raubenheimer
Mental Differences and Educational Adjustments	132	Lefever
Educational Guidance and Counseling in Elementary Schools.....	133	Lefever
Introduction to Statistical Methods.....	137	Watt
Educational Tests and Measurements.....	138	Tiegs
Anthropology in Education	139	Bowden
Education for Social Growth.....	142	Rogers
Organization and Administration of Vocational Education.....	143	Hauck
Vocational Guidance	144	Campbell
Secondary Education	150	Touton
Classroom Methods and Management in Secondary Schools	156	Crawford
Physical Education in Secondary Schools.....	163	LaPorte
Applied Principles and Techniques in Physical Education Activities—Sports and Gymnastics	166f	Guiot
Methods of Teaching Motion Picture Appreciation.....	175C	Campbell
The Teaching of Mathematics.....	185	Collier
The Teaching of Social Sciences.....	188	Brown
The Improvement of Teaching-Learning Activities in Secondary Schools.....	252	Weersing

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In addition to the above, UNIVERSITY COLLEGE offers courses in the following departments: Agriculture, Archeology and Anthropology, Architecture and Fine Arts, Biology, Botany, Chemistry, Cinematography, Commerce and Economics, Comparative Literature, Engineering, English, Genealogy, Geography, Geology, History, International Relations, Journalism, Mathematics, Modern Languages, Music, Nature Study, Navigation, Oriental Studies, Orientation, Philosophy, Physical Education, Physics, Political Science, Psychology, Religion, Sociology, Speech, Travel, Zoology.

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Summer School in Mexico

JUDITH MARTINEZ, *San Francisco*

I WOULDN'T miss going to the University Summer School in Mexico for anything in the world. I have gone for the past three years and intend to return again this June. I think that even when I finish all the courses, I'll begin all over again. So you see, what continues to call me back is not the courses, nor the instructors, nor the student activities; nor is it the credit or the degrees or even the knowledge—all of these factors important, yes—but the Summer School means more to me; it means the stimulus of intellectual and spiritual contact.

The intellectual stimulus comes about this way: The daily lectures are not given in the cut and dried manner of academic perfection; they are given to you through the professors' own personal experiences and reflections. The fact that professors do color their lectures and the knowledge they impart with their own points of view and often with amusing commentaries, adds zest and keen interest to what otherwise might be simply book knowledge. These commentaries of the professor give the subtle difference between what is called the Mexican point-of-view and the point-of-view of a Mexican. This same intellectual stimulus gained by personal commentaries in the classroom, is further translated into better understanding of the people, the country and its conditions by one's own daily life and experiences in the city.

The spiritual contact means to me the charm of the old building in which the Summer School is held; all it stands for and the fact that it is a link between the activities of the past and those of the present. In the Seventeenth Century it was the summer residence of a Spanish Grand Duke, where feasts of the Vice-Regal court were held. Later on it housed a monastery and a seminar. After years it became a Catholic school, and now throughout the year is occupied by the faculty of music of the National University, with the exception of six weeks in the summer, when it is used by the Summer School.

The Summer School, although a department of the large organization, the National University, has a definite personality as a unit itself. The same is true of each department, faculty, or college that comprises the National University, for the simple reason that they are not grouped around a campus but are scattered throughout the heart of the city.

The first university of Mexico was founded

by royal order of Charles V of Spain in 1553, therefore becoming the oldest university on the American continent, with the title of the Royal and Pontifical University of Mexico. Its organization has evolved throughout the years and now operates in accordance with the constitutive law of 1929, making it self-governing and administered by the University Council.

To teachers of Spanish a summer at the university offers a wide field of interest but you need not be deterred if you do not speak the language. Many interesting courses are offered in English by Mexican professors who have graduated from American and English universities. Art, literature, music, history, language, sociology, archeology, government, economics and education are among the subjects offered. Credits obtained at the University of Mexico are recognized by universities in the U. S. A.

For those whose interest is not centered in Spanish and who do not speak the language, one of the most popular courses is History of Mexico, masterfully presented by Senor Martinez del Rio, Dean of the Summer School, scion of one of the most aristocratic Mexican families, and a graduate of foreign universities. It is fascinating to hear the entire history of Mexico unfolded before you in Sr. Martinez del Rio's inimitable way.

Sociology by Beteta

Another of the many interesting courses conducted in English is Mexican Sociology by Licenciado Ramon Beteta, a brilliant young attorney. Having graduated from an American university as well as from the University of Mexico, he has the point-of-view of both countries, therefore giving the student a broader interpretation of the sociological problems of Mexico. His revolutionary manner of approach and presenting the subject, coupled with a delightful sense of humor, is both stimulating and exasperating, but has the virtue of making the student think for himself and arrive at his own conclusions as well as making him conscious of his own contact with Mexican life and problems. The talk of the campus is "Do you know what Beteta said this morning?"

In keeping with the spirit of the country, classes are held only in the morning, leaving the afternoons and evenings free. So in reality your summer school in Mexico is a vacation and a pleasure trip as well as an intellectual adventure. Many afternoons and week ends are taken up by optional trips sponsored by the university; places of historical, geographical, and archeological interest.

logical interest. Don't let this sound too forbidding because they are really delightful trips. Besides, there are the trips to Xochimilco, the Floating Gardens; Puebla, the City of Tiles; the Pyramids; Pachuca; Toluca; Cuernavaca and Taxco; all beautiful and exciting places that you will want to see.

Just as a suggestion to those who wish to go to Mexico this summer, I have found it satisfactory to take lodging in private Mexican homes that are recommended by the university or its representative. Besides the factor of economy, you have the advantage of close contact with the people and the language and at the same time retain your privacy. I also suggest that reservations be made as early as possible in the spring. These reservations, as well as arrangements for your entire summer trip may be made by taking advantage of my own organized service for travelers to Mexico.

And so let me say again, I am returning this summer to the University of Mexico; again to view that beautifully carved facade; to enter again those heavy, massive doors; to walk those same corridors so full of the past; to hear guitars being played in the garden court, and sit under the trees with the warm sunlight making patterns in the red earth of the patio.

The Second Annual School Executives Conference under the auspices of the University of Denver, will be held from July 13 to 26. The conference, directed by Professor Arnold E. Joyal, is designed to serve the needs of superintendents, principals, and school executives who for one reason or another cannot attend the regular summer term of the university.



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side of Mexican life in comfort and safety. Stop off at Guanajuato this summer on your way to the Mexican National University's popular poly-lingual SUMMER SCHOOL. Plan also to visit beautiful Lake Patzcuaro and Uruapan... Jalapa and Texelo Falls... Oaxaca, Mitla and Monte Alban. In your community there's a travel agent who specializes in Mexico's out-of-the-ordinary places. Or write for informative folder.

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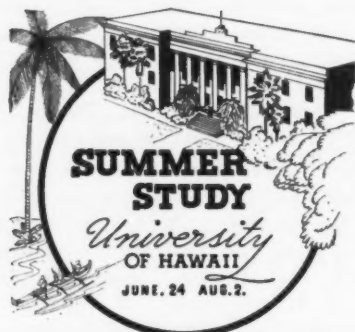


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Director of Summer Session
UNIVERSITY OF HAWAII
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Given by Harry D. MacGinitie of the regular staff who has recently received national recognition by the Carnegie Institution.

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Length of trip—Four weeks.
Expense—\$125, including state registration fee.
Credit—To be arranged.
2. Tioga Road and Yosemite National Park; Sierra Nevadas; Mt. Lassen National Park; and Crater Lake.
Length of trip—Three weeks.
Expense—\$100, including state registration fee.
Credit—To be arranged.
3. Mt. Lassen National Park; Northern Sierra Nevadas; and Crater Lake.
Length of trip—Two weeks.
Expense—\$75, including state registration fee.
Credit—To be arranged.

Anyone interested in taking any one of these trips is asked to communicate with the college.

For further information, write

ARTHUR S. GIST, President, Humboldt State Teachers College
Arcata, California

CALIFORNIA SCHOOL OF ARTS AND CRAFTS

[STATE ACCREDITED]

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Write for Illustrated Summer Catalog "E"

F. H. Meyer, Director

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Sierra Educational News Wanted

Teachers College Library, Columbia University, needs the following issues of Sierra Educational News: Jan. 1905 through Dec. 1910; Jan. 1914 through Dec. 1919; Jan. through Dec. 1922; April, May, Sept. 1925. Owners of any of these issues who are interested in disposing of them are requested to address Miss Margaret C. Miller at Teachers College Library, Columbia University, New York, N. Y.

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League College, National League of Teachers Associations, holds its 10th summer session July 8-19, Colorado State Teachers College, Greeley. California teachers interested in this noteworthy summer gathering may obtain an 8-page, illustrated bulletin giving full details by addressing Mrs. Georgia B. Parsons, 1801 North Alexandria Avenue, Hollywood, California, or State Teachers College, Greeley, Colorado.

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Two State Conventions

A CONVENTION of particular significance this year is the annual meeting of California Teachers Association State Council of Education to be held at the Palace Hotel, San Francisco, Saturday, April 13.

This state conference brings together in a representative assembly, nearly 200 delegates and visitors from the six geographical sections of the association. President John A. Sexton, superintendent of schools, Pasadena, is the presiding officer.

Preceding the general meetings there will be, on April 12, committee conferences and sessions of the board of directors.

Many of the delegates will remain in San Francisco for the secondary school convention which immediately follows.

CALIFORNIA secondary school principals, in accordance with the custom of many years, are holding an annual state-wide convention. This year it is at the Fairmont Hotel, San Francisco, during the week of April 15. Principals and other administrative officers of junior high schools, senior high schools, junior colleges and other institutions on the secondary level, together with many district superintendents, representatives of colleges and universities, and other interested school workers, will attend.

Inasmuch as the high school people assemble from all parts of the state, many of them take

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this opportunity, which comes during Easter vacation, to bring their families.

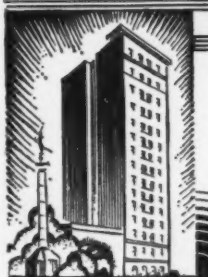
J. R. McKillop, president of the Association of California Secondary School Principals, and district superintendent of Monterey Union High School, is actively co-operating with the State Department of Education in the program.

Honorable Vierling Kersey, state superintendent of public instruction, and Walter R. Hepner, chief, division of secondary education, have assisted in arranging a three-day program of great professional interest and significance. Leaders in the field of secondary education will participate.

The local entertainment committee has made appropriate plans for the pleasure of the visiting schoolmen and their families. An attendance of 600 to 800 is anticipated.

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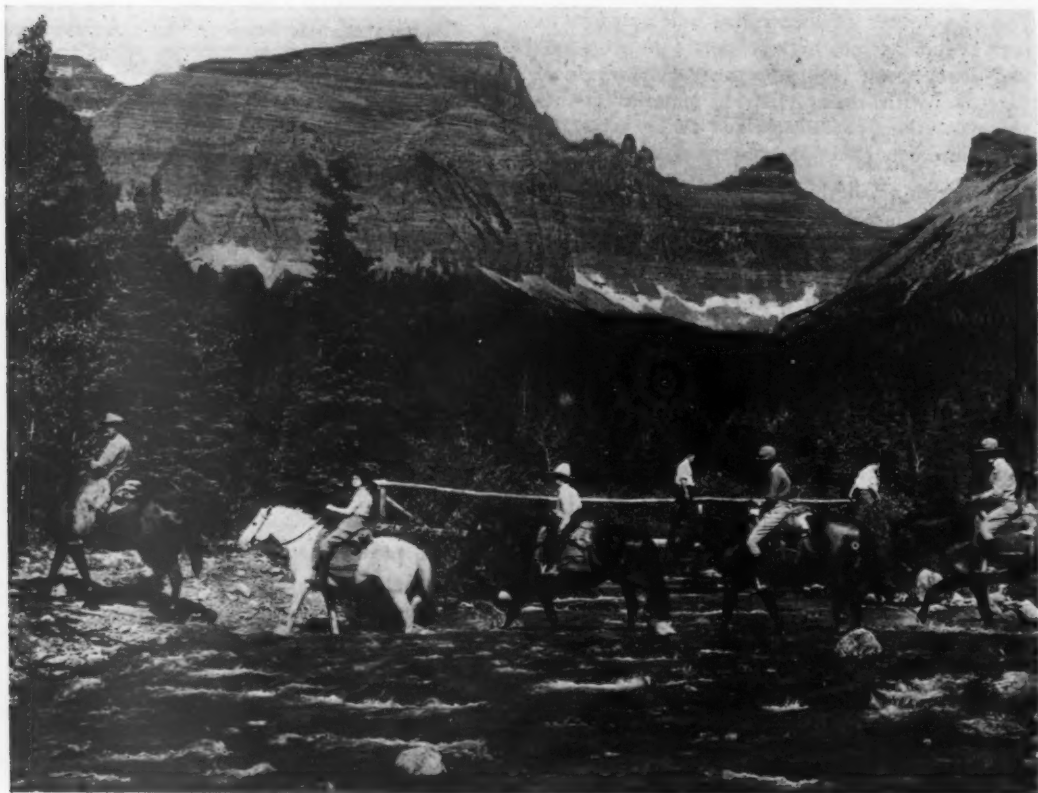
GLACIER NATIONAL PARK defies description. It is the one place where adjectives just don't fit. Even granted one would take the time to look up words in March's Thesaurus while going over Logan Pass Detour, the heavy tome would merely add its weight to the sheer impotence of words. Indeed, the act of groping for words with which to describe the wonders of Nature there on view is just another reason why the visitor to "America's Most Sublime Wilderness" feels so small and insignificant in the presence of Nature's own.

We are both glad and sorry that we were not trained under Phineas T. Barnum. Sorry because perhaps such training in the use of adjectives might help; glad because we feel more

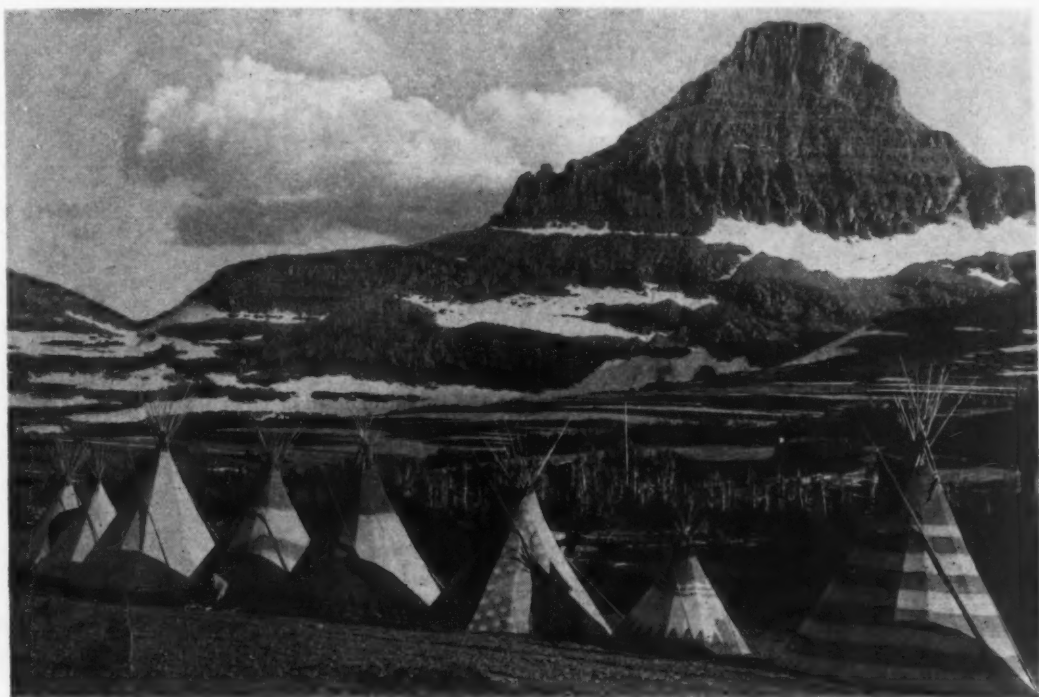
strongly that the employment of grandiose words would fail of purpose and cheapen the subject.

There is one simple little word, however, which successfully encompasses the inexpressible and indescribable experiences and scenery of Glacier National Park, and that little word is "rare." Rare means unusually excellent, valuable to a degree seldom found, fine, infrequent, unusual, uncommon. And since the wonders of Glacier National Park can be seen only at Glacier Park, everything one encounters there is both unusual and unusually excellent. Scenery and experiences, sights and thrills, in Glacier Park—are indeed rare.

More especially is this true for those of us who can physically afford to don riding breeches



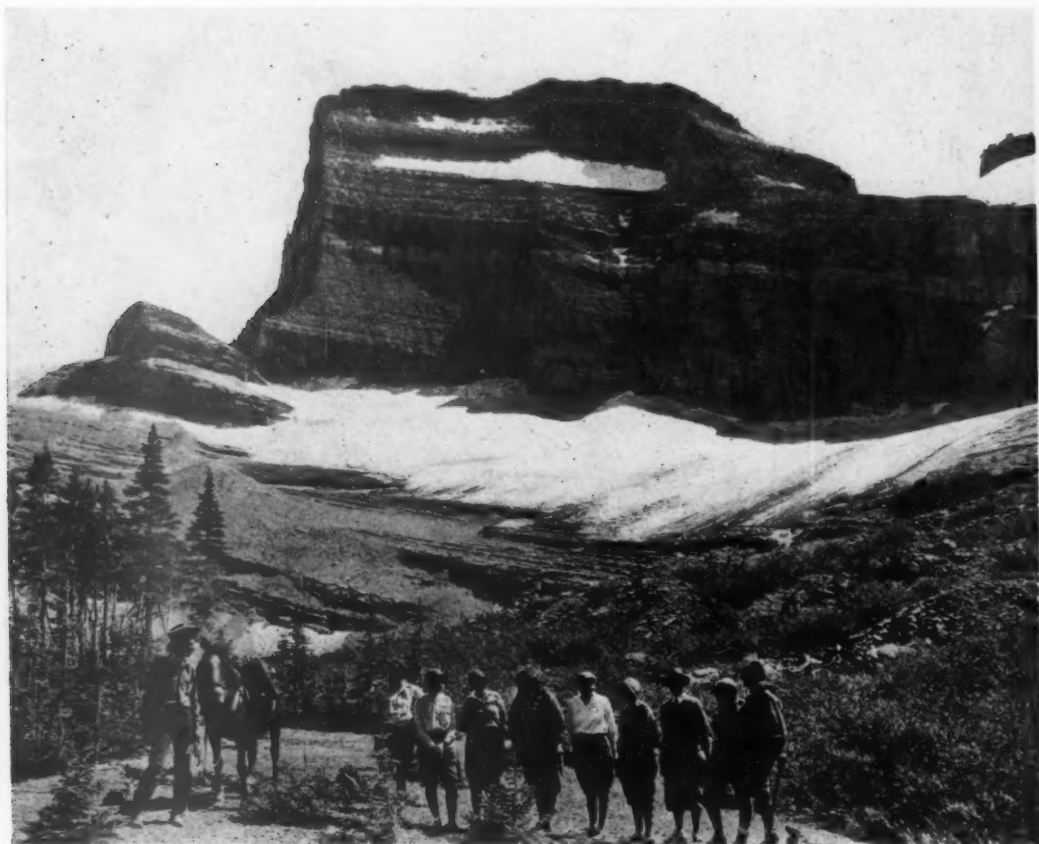
Horseback party fording Cleveland Creek in Glacier National Park



*Blackfoot Indian tepee encampment at the summit of Logan Pass,
Mount Clement in the distance*



Horseback party on the trail, high amidst the snows, Glacier National Park



A Hiking Party at Grinnell Glacier

or hiking boots, and get our Glacier Park on-the-hoof. . . . And frankly, we have often thought what a pity it is that so many people think of hiking only in terms of strenuous exercise. It isn't really, else countless numbers of the slender slips of girls who so successfully hike through Glacier every summer would annually fall by the wayside.

There is something about hiking that generates a feeling of well being. Perhaps it is the feel of the earth underfoot. It may be the smell of the woods, the faint aroma of Glacier's myriads of alpine flowers, the pungent tang of soil after rain or melting snow. It may be in part the physical joy of drinking deep the revitalizing air, or perhaps the muscular rhythm of walking. For many it is doubtless the opportunity hiking affords for studying the beauties of nature as in a slow-motion picture.

But whatever it is, hiking is very popular in Glacier Park. Year after year the number of hikers through Glacier constantly increases. It

is a haven for hikers. There are 900 miles of trails in the Park. More than enough to permit one, if so desired, to absorb the wonders of the Park in peaceful solitude; yet never too far away to afford the companionship of kindred spirits.

Small wonder visitors to Glacier National Park dress their heels in hiking shoes. Suppose, for instance, you had just now arrived at Many Glacier Hotel. After dinner the lovely mountain twilight would lure you out of doors to look at the pastel tinted peaks surrounding the swift-current lake. Quite unconsciously you would find yourself walking farther and farther, a few steps at a time, until presently and quite unexpectedly you came face to face with the gorgeous back drop that is Grinnell Glacier.

You'd want to take a picture of it—only you'd realize the reality is a thousand times more beautiful than any image since cameras are not made that will catch the subtle harmony and blend of color, plumb the depths of shad-



Stopping for lunch on Piegan Pass. In the background is a hanging glacier

ows, or adequately measure the highlights... and that's how hikers are born.

It is also how riders are born, because your first "sample" of Glacier National Park starts you in the direction of a reservation of horse and guide—both to be put to wonder-revealing work the following morning. And so from the top deck of a sure-footed horse, you set out to follow the trails, filling your mind's eye with indelible pictures of loveliness, grandeur and inspiration.

You find yourself traversing a world which was upthrust from an ocean bottom eons ago; then, thousands of years ago, carved down by glaciers, more recently carpeted with forests and flowers. A world that is strange and weird and awesome; a world wherein nothing is ugly; wherein everything is inspiring.

...and what an appreciated help your guide proves to be. While you are giving vent to your emotions with a series of "ohs" and "ahs," he remains as silent as the mountains which surround you. But when you approach him with a question, you find you have tapped an unexpected mine of information concerning all phases of Glacier Park:—its geography, geology, animal life, Indian lore, forests, flowers, fish. In him you find a key to deeper appreciation of the sights before you.

Never has your writer failed to be impressed with the courtesy and efficiency of those trail ride guides. But never more impressed perhaps, than by the answer given by one such guide to the question: "How does Glacier Park compare with the other national parks?"

His answer was: "I hardly know how to answer that, madam, since all of the parks are individual and therefore incomparable. But we know this: Glacier Park has far more 'repeaters'—that is, tourists who return year after year—than any other park in America.... Does that answer your question?"



Of course you'll go to Glacier Park this Summer

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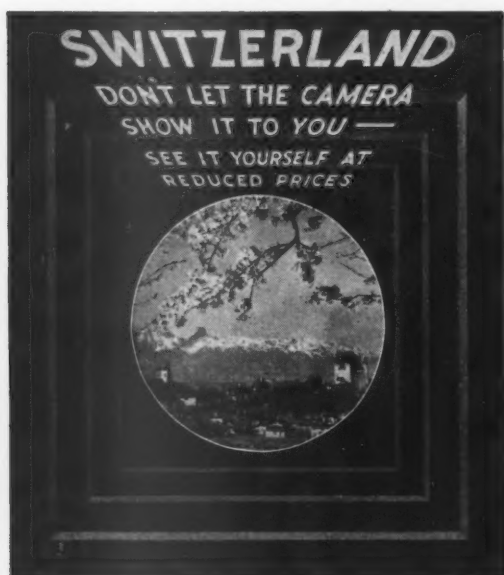


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University of Denver Summer Session

THIS summer the University of Denver will offer an enlarged program of summer courses to meet the needs of all progressive teachers. More than 200 courses in the various fields of under-graduate and graduate study will be offered. The program is so planned that teachers enrolled as students in the University of Denver will be able to attend the N. E. A. sessions without interfering with their study schedules.

Arrangements have been made to conduct special conferences and institutes, in connection with the Summer School program. These will in-

World's Largest Ship

TEACHERS who plan a trip to Europe this summer will be interested in the maiden voyage of the Normandie, French liner and now the world's largest ship. She leaves New York June 7 for her first crossing to England and France, and sails again June 22, July 10 and 31.

Gilbert Macqueron, Pacific Coast manager of the French Line, describes the dining salon: "Probably the most amazing room ever built into any structure, afloat or ashore, is the vast dining salon of the Normandie. It is nearly 300 feet long and three full decks high. Its width is 45 feet from wall to wall, or 67 feet including the private dining-rooms.

"More than 8000 square feet of wall on each side of the huge room is of solid molded art glass panels by Labouret. Into these are set tall gilded-bronze doors by Szabo, providing access to eight private dining-rooms, four on either side.

"Four golden plaster bas-reliefs—one each by Delamare, Drivier, Poisson and Pommier—decorate the four sections of the forward and after walls. They are mounted on panels of red marble. The subjects are various activities of life in Normandy. The ceiling is honeycombed in gold.

"Not an electric bulb is visible throughout the entire expanse of walls and ceiling. The illumination of the vast room, 135,000 candle-power, is effected by 38 indirect-lighting fixtures on the walls and 12 others affixed to the floor. All are of gilded art-glass by Lalique."

clude conferences on Adult Education, School Executive Conference, Vitalized School Journalism courses, International Relations Institute, Parent Teachers Conference, Business Education Institute, School for Athletic Coaches, Institute on the Teaching of Physical Sciences, and Discussion Methods Conference.

In addition, a special series of lectures, conferences, and round-tables, interpreting the current American Scene, will run throughout the entire Summer School. These lectures and round-table discussions will deal with important issues of today. Included in this special series will be a Social Security Seminar, a conference in the field of Sociology, and an Institute of Philosophy and Religion.

As an added feature of the Summer School program at the University, the Fourth Annual Play Festival will be held in the famous old opera house of Central City during July. The date of the opening of the famous festival has been moved up to July 6, one month earlier than in previous years. This has been made for the convenience of thousands of teachers who will attend the N. E. A. convention in Denver.

Work Habits

RACHEL SALISBURY, teacher in Union High School, Milton, Wisconsin, is author of an excellent four-page, mimeographed study entitled "Study Habits Or Scatter-brain Thoughts?" which summarizes her research methods in improving study habits of students. The 30 lessons which she prepared and used in this study are included in "Better Work Habits," published by Scott, Foresman & Company. She shows that

"Very satisfactory results in the attainment of better thinking can be achieved in schools through transfer of training in one study-habit-outlining. That training in the conscious use of other common study habits might bring similar results through direct training as well as through transfer seems reasonable. Much thorough laboratory and classroom investigation in study-habits is needed. Other study-habits should be psychologically analyzed and training-lessons constructed to provide a maximum of practice in their successful use. As in the case of outlining, improved skill in the use of a given study-habit is almost certain to bring immediate improvement in the quality of school learning and may also insure the development of habits of thinking and study that will function successfully in adult life.

* * *

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IEOQUOIS PUBLISHING COMPANY, home office, Syracuse, New York, has published a large, four-book literary series for the last four years of high school. The editor is Rudolph W. Chamberlain.


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A California high school teacher, upon using this series, has given us an enthusiastic report on the high interest and admirable selections of the Beacon Light set.

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Summer Tours to the Orient

D. F. Robertson Travel Bureau, 408 South Spring Street, Los Angeles, is planning 15 summer tours to the Orient and Around the World, under the leadership of Dr. Roy L. Smith, Dr. Herbert Booth Smith, Dr. Frank B. Fagerbert, Dr. Stewart P. MacLennan, Dr. Harry C. Slater, Dr. W. J. Sherman, Dr. L. V. Lucas, and others. The tours will sail from Los Angeles May 12 and weekly thereafter.



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N. E. A. Convention

(Continued from Page 16)

sota; John K. Norton, Columbia, Heywood Broun, writer, New York; William F. Russell, Teachers College, Columbia. At least a hundred other names could be added to this list.

Among the Californians who contributed to the program were John A. Sexson, president, California Teachers Association, Pasadena; George C. Bush, superintendent, South Pasadena, who is a member of the executive board of the department; O. S. Hubbard, Fresno; Willard S. Ford, Los Angeles; E. W. Jacobsen, Oakland; Edwin A. Lee, San Francisco; Vierling Kersey, Sacramento; Will C. Crawford, San Diego; William G. Paden, Alameda; Curtis B. Warren, Santa Barbara; R. D. Case, Salinas; Frank A. Henderson, Santa Ana; G. N. Kefauver, Stanford University. Others of the California delegation were also upon the programs for discussions or speeches.

Secretary Willard E. Givens of the National Education Association, former president of California Teachers Association, was on the program several times. Mr. Givens has made a splendid start as educational director of the National Education Association. His friendly manner of approach and his ability and willingness to assume every responsibility has marked him as an outstanding leader.

DR. JOSEPH MARR GWINN, also a former president of California Teachers Association, and a member of the Board of Directors of the National Education Association, was in attendance and took part in the various meetings.

Present at California Breakfast

The California Breakfast on Monday morning was one of the best that has ever been evidenced at the winter meeting. President John A. Sexson presided in a most amiable manner. Those who spoke included: Florence Hale, President Oberholtzer, William John Cooper, Vierling Kersey, Dr. Willis A. Sutton, Willard E. Givens, Fred Hunter, A. J. Stoddard, Cameron Beck, Dr. Gwinn, Mrs. Georgia Parsons, Mrs. Eugenia West Jones, and A. S. Chenoweth, superintendent of the Atlantic City Schools. In addition to these speakers, a number of prominent educators were introduced.

In this list are the Californians, former Californians, and officials of the National Education Association and others who were present at the Breakfast:

The following 62 were from California: J. Warren Ayer, Monrovia; Edna W. Bailey, University of California; Elizabeth Bates, Los Angeles; John H. Beers, San Francisco; William S. Briscoe, Oakland; George C. Bush, South Pasadena; R. D. Case, Salinas; Elmer L. Cave, Vallejo; Roy W. Cloud, San Francisco; W. C. Conrad, Los Angeles; Robert E. Cralle, Inglewood; Will C. Crawford, San Diego; Jerome O. Cross, Santa Rosa; W. M. Culp, San Francisco; Percy R. Davis, Santa Monica; B. F. Enyeart, Burbank; Willard S. Ford, Los Angeles; George H. Geyer,

Westwood; R. E. Green, Fullerton; Earl G. Gridley, Berkeley; Joseph Marr Gwinn, San Francisco; Frank A. Henderson, Santa Ana; A. H. Horrall, San Jose; O. S. Hubbard, Fresno; R. B. Huxtable, Los Angeles; Dr. E. W. Jacobsen, Oakland; Mrs. Eugenia W. Jones, Los Angeles; H. W. Jones, Piedmont; M. G. Jones, Huntington Beach; Grayson N. Kefauver, Stanford University; Vierling Kersey, Sacramento; George C. Kyte, Berkeley; Anita Laton, Oakland; Dr. and Mrs. Edwin A. Lee, San Francisco; Mr. and Mrs. T. S. MacQuiddy, Watsonville; V. P. Maher, Los Angeles; Benjamin E. Mallory, Berkeley; Melrowe Martin, Salinas; M. L. Matthew, Oakland; Mildred Moffett, San Francisco; George C. Mullany, San Francisco; W. C. Nolan, San Francisco; J. R. Overturf, Sacramento; William G. Paden, Alameda; Mrs. Georgia Parsons, Los Angeles; A. G. Paul, Riverside; Christeen W. Paul, Riverside; C. L. Phelps, Santa Barbara; Louis E. Plummer, Fullerton; L. B. Rogers, University of Southern California; John A. Sexson, Pasadena; Albert M. Shaw, Los Angeles; A. Haven Smith, Orange; E. E. Smith, Riverside; Josephine Smith, Los Angeles; Frank W. Thomas, Fresno; O. Scott Thompson, Compton; I. Keith Tyler, Oakland; E. L. Van Dellen, Ventura; Curtis E. Warren, Santa Barbara; R. D. White, Glendale.

The following 16 were former Californians: J. V. Breitwieser, Grand Forks, N. D.; William G. Carr, Washington, D. C.; William John Cooper, Washington, D. C.; Charles B. Dyke, Short Hills, N. J.; Mr. and Mrs. Willard E. Givens, Washington, D. C.; Julia L. Hahn, Washington, D. C.; Frank W. Hubbard, Washington, D. C.; Dr. and Mrs. Fred Hunter, Denver; Rudolph D. Lindquist, Columbus, Ohio; Dr. and Mrs. J. K. Norton, New York; Alvin E. Pope, Trenton, N. J.; Sarah M. Sturtevant, New York; A. B. Sias, Athens, Ohio.

The following were officials of N. E. A. and friends: Mrs. Stella S. Applegate, Trenton, N. J.; Mr. and Mrs. Cameron Beck, New York; Superintendent A. S. Chenoweth, Atlantic City; Florence Hale, New York; Lulu Marie Jenkins, Iowa; Gordon N. Mackenzie, Glencoe, Illinois; R. B. Moore, Columbus, Ohio; Charles Pye, Iowa; Agnes Samuelson, Iowa; S. D. Shankland, Washington, D. C.; Dr. and Mrs. Willis Sutton, Atlanta, Ga.; A. S. Stoddard, Providence, R. I.; Caroline S. Woodruff, Castleton, Vermont; Annie Carleton Woodward, Somerville, Mass.

* * *

Education of Primary Grade Children

JOHAN LOUIS HORN, professor of education at Mills College, and Thomas White Chapman, assistant superintendent in charge of instruction, Lodi Public Schools, are the authors of "Education of Children in the Primary Grades." This authoritative volume of 300 pages, published by Farrar and Rinehart, formulates an organized set of principles dealing with the first steps in formal education. It covers the work of the primary grades. The discussions are so detailed as to be of immediate service to the teacher.

New World Broadcasts

THE New World is intended specifically for the general public rather than for school use. Its purpose is to acquaint the radio audience with the theory and practice of modern education.

The work is so organized that all phases of school work from kindergarten to college pass in review as the weeks progress.

In order to make a radio representation that is both authoritative and entertaining a combination of talents is used on each program. The NBC provides the radio time, studio facilities, and studio talent. The California Teachers Association in turn provides speakers from classroom, college or public life as occasion directs. The Association also arranges for the appearance on the program of students from the classroom, giving them representation side by side with their teachers; this from time to time.

The programs are non-controversial and non-political. They are positively designed to give support to teachers and educators of all kinds by educating the public to a better understanding of the aims and ideals of modern school practice.

New World programs are prepared weeks in advance. From time to time articles are published in Sierra Educational News discussing the technique of the program and other relevant matters relating to broadcasting as it affects education. The broadcasts are produced in the studios of NBC in San Francisco, under the personal supervision of a representative of California Teachers Association and Arthur S. Garbett, Director of Education, Western Division, NBC, who prepares all continuities and programs.

The New World Ensemble, which provides the music, has been organized especially for the purpose and consists fundamentally of a stringed ensemble with addition, from time to time, of other instruments. The director is Louis Ford, an excellent artist who years ago, when a school boy in Los Angeles, organized one of the first school orchestras in California. For organization reasons, the announcers are subject to change without notice, but we have been for-

tunate so far in having Sid Goodwin as our announcer.

Teachers, the New World is your own radio program! Its purpose is to do for you what you can not do for yourselves. It is addressed to the parents of the students under your charge to give them by radio a knowledge of your work which they can not acquire from any known printed publication, or even by personal visits to the school in which you teach.

A Word to All Teachers

There are several ways in which teachers can increase the success of the New World:

1. If possible, have at least one member of the faculty of your school listen in and report to his principal, sending a copy of his report to California Teachers Association.
2. Discuss the programs at public meetings, and explain to parent gatherings its purport.
3. Advanced pupils in school may be assigned to listen and to write comments on what they hear as an exercise in English.
4. Report from time to time any comments you hear from adults who have heard the programs. Encourage such people to write their comments to California Teachers Association.
5. Remember the name of the program, The New World; the time of day: 9:30 every Monday morning; and the station from which reception may be obtained in your neighborhood: KPO in San Francisco, KECA in Los Angeles; KFSD in San Diego.
6. Every effort you make to contribute to the success of the New World is made in your own behalf. Help us to make it entertaining to the public, yet truthful and accurate in its presentation of the ideals and practice of public education. Help us to make the New World program synonymous with goodness, truth and beauty.

* * *

WEBSTER'S New International Dictionary, second edition, recently published by G. and C. Merriam Company of Springfield, Massachusetts, is the latest of the famous Merriam-Websters. The president of Smith College, William Allan Nellson, is editor-in-chief. This edition is completely new from cover to cover and comprises 3350 pages. It is said to contain the greatest amount of information ever put into a single volume.

N. E. A. Department of Secondary-School Principals committee in charge of the tercentenary celebration of three hundred years of American High Schools announces that it has available for distribution a large map in colors illustrating secondary education in America. Address M. R. Robinson, 155 East 44th Street, New York City, for this significant wall-chart.

San Francisco Junior College

THE educational dream of all San Francisco became a reality when the board of education, acting on the recommendation of Superintendent Lee, recently approved creation of a Junior College, headed by Archibald J. Cloud as president. The new college is established with the co-operation of University of California, and pending erection of permanent quarters, is housed in the University Extension Building.

The appointment of A. J. Cloud, for 30 years in the service of San Francisco public schools, and now chief deputy superintendent, was recommended by Superintendent Lee.

During his long term of service in San Francisco public schools he has been teacher, head



Archibald J. Cloud

of the English Department of Lowell High School, deputy superintendent of schools and now chief deputy.

Mr. Cloud has been a member of Department of Superintendence of National Education Association since 1923; has been a representative on California Council of Education, governing body of California Teachers Association, continuously since 1911; secretary of California Teachers Association, Bay Section, from 1910 to 1916; president of California Teachers Association, Bay Section, 1916-1917; president of California Society of Secondary Education, 1924-1932; and secretary-treasurer of Western Association of Colleges and Secondary Schools since its formation in 1928.

His appointment was hailed by educators throughout the state as being the best move possible to insure success of the new institution.—San Francisco Public Schools Bulletin.

Classroom Teachers Meet in Long Beach

AN interesting meeting of the executive board, Department of Classroom Teachers, C. T. A., S. S., was recently held in conjunction with the Long Beach City Teachers Club in Long Beach.

The morning meeting was held at the Ebell Club with 400 teachers in attendance. Charles W. Jackson, president, Long Beach City Teachers Club, presided. Greetings were extended by Flora Cohn, newly-elected president of the department. Dr. Elmer Staffebach presented a preliminary report of a study being made on Long Beach teachers' salaries. Harry Riley and John G. Clark, Assemblymen from Long Beach, spoke on legislative matters.

The executive board and guests of the department held a luncheon meeting, at which committee chairman and committees were appointed, and the work outlined for the coming year.

The meeting at Long Beach was the first in a series of five such meetings which are to be held throughout the year in the different districts of Los Angeles County.

Samuel Peters, executive board member from Long Beach, and Charles W. Jackson, president of the Long Beach City Teachers Club, were in charge of the arrangements for the day's meeting.—George E. Browne, Chairman, Committee on Public Relations.

* * *

MRS. MARIAN GREGG, widely known, successful and progressive principal of the Burbank School, Santa Rosa, recently contributed a particularly helpful article upon the creative writing of children to the Christian Science Monitor.

She states that "the child finds poetry the easiest form of creative writing. He is a natural poet. His thoughts are simple, and unburdened by the weight of practical knowledge that later in life is apt to distract his attention from the beauty around him. 'Heaven lies around us in our infancy.' It is natural for a little one to speak of a puddle as a fairy lake, or say that the clouds wave their hands at him.

"The children have published a mimeographed book of their poems with many full-page illustrations colored crayon."

* * *

AGNES WEBER MEADE, Yuba County superintendent of schools, Marysville, recently conducted an interesting and successful conference of Yuba County elementary teachers. The sessions were held in the Marysville Elementary School auditorium. The cafeteria luncheon was served by the pupils under direction of the domestic science department. An excellent demonstration of public school music was given by Zelma Cerini and pupils of Feather River Union School.

* * *

Ginn and Company have published a revised edition of their two-book course in Spelling for the Common Schools, by Dr. Lewis of Ohio State University. This speller is widely used in the elementary schools of America.

ALL California school people interested in World Affairs Educational Seminar to be held at Riverside Mission Inn, April 14-17, may obtain a circular giving complete detailed information by addressing Los Angeles Teachers Club, Trinity Auditorium, Los Angeles.

* * *

Five Per Cent Limitation The People Do Not Want It

A. J. RATHBONE, principal, Washington Union High School, Centerville, and Frank W. Hart, professor of education, University of California, are co-authors of a very interesting and valuable four-page leaflet concerning the 5% limitation on school expenditures. Mr. Rathbone made a careful study and found the facts to be these:

1. In 1933-34, 162 school districts called special elections to allow the people to decide by majority vote whether or not they wished to exceed the 5% limitation.

2. 119 of the 162 districts had petitioned the State Board of Equalization and had been denied.

3. When the votes were counted, 161 districts voted "yes" to exceed the 5% limit and one voted "no."

4. The total vote reported in all districts was distributed as follows: 9309 "yes" and 1822 "no"—more than 5 to 1.

The authors state that the facts are so conclusive and so overwhelmingly against the 5% limitation that they need no interpretation.

The people of California do not want a 5% limitation on their school expenditures.

Persons interested in reading the complete report may secure copies from Mr. Rathbone.

* * *

Butte County Honor Schools

JAY E. PARTRIDGE, Butte County Superintendent of Schools, reports the teaching staffs of the following schools as enrolled 100% in California Teachers Association for 1935. We take this opportunity to cordially congratulate the Butte County teachers upon these high ratings.

Atkins, Bangor Union, Berry Creek, Big Bar, Big Bar Emergency, Big Bend, Central House, Cherokee, Clear Creek, Clipper Mills, Cohasset, Concow, Dayton, De Sabla, Durham Elementary, East Gridley, Floral, Forbestown, Forest, Woodrow Wilson (Gridley), McKinley (Gridley), Honcut, Kings, Laingland, Lone Tree, Magalia, Manzanita, Meridian, Messilla Valley, Mooretown, Morris Ravine, Mountain Spring, Nimshew, Bird Street (Oroville), Burbank (Oroville), East Side (Oroville), Palermo, Parrott, Pleasant Valley, Richvale, River, Rockefeller, Brush Creek Emergency, Shasta Union, Stirling City, Thermalito, Union, West Liberty, Wyandotte, Yankee Hill, Gridley Union High, Oroville Union High, Forest Emergency, Biggs Union High.

Our Travel Club

ASTA M. CULLBERG, *Teacher*
Arcata Elementary School

ONE of the finest activities for motivating the social science studies is a classroom travel club. For the past year my Seventh Grade class has had such a club. In addition to the fun which they have derived from it, they have also acquired much information which they probably would not have attained in any other way. I feel that through our activities, the interests of the pupils have been broadened to such an extent that they have begun to take a real interest in neighboring and distant countries.

Taking as our slogan, "See America and Her Neighbors First," our programs for the year were planned to give us a better understanding of our territorial possessions and the neighboring countries of Canada and Mexico.

The members of the class decided that the study of each country or region should be based on its history, form of government, people and language, customs, scenic attractions, natural resources, and relation to America. Keeping these in mind, the program chairman, with the help of the club members, plans an interesting and varied program which is presented during the weekly meeting of the club.

At the beginning of the term the children made out a list of activities which could be carried out profitably by the club members. These included such activities as the following:

Planning vacation trips to various places of interest.

Making scrapbooks.

Collecting travel books and magazines for the classroom library.

Collecting pictures for classroom use.

Inviting a guest speaker to tell the class of personal travel experiences.

Writing poems, stories and playlets based on our studies.

Planning a round-the-world trip.

Learning foreign games, songs, and dances.

Collecting and drawing decorative pictorial maps.

Making a collection of folders and transportation booklets.

The enthusiasm with which our travel club was organized, and the continued interest the children have shown in it, have convinced me that such an activity can do much to stimulate interest in the social studies, as well as foster a spirit of friendliness toward, and appreciation for, the peoples of other lands.

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Coming Events

April 6—California Elementary School Principals regional conference. Arcata.

April 8-13—California Public Schools Week. Sixteenth Annual Observance. Charles Albert Adams, state chairman.

April 12—C. T. A. Board of Directors meeting. State headquarters.

April 13—California Teachers Association Annual Meeting. San Francisco. Palace Hotel.

April 14-17—World Affairs Educational Seminar; Riverside Mission Inn.

April 14-17—California Western Music Educators Conference; Pasadena.

April 15, 16, 17—California State Convention, Secondary School Principals. San Francisco.

April 24-27—American Physical Education Association; annual convention; Pittsburgh, Pennsylvania.

May 27-31—California Congress of Parents and Teachers; annual convention; San Diego.

June 29-July 5—National Education Association Convention. Denver, Colorado.

August 10-17—World Federation of Education Associations. Biennial convention. Oxford, England.

August 26-31—New Education Fellowship Conference. Mexico City.

In Memoriam

(Continued from Page 32)

Frank Crain Schofield, 70, for 13 years teacher of Latin and English, San Francisco Polytechnic High School. He came to California in 1902; for a time was principal of Susanville High School; also taught at Sonora, Willows and Lakeport.

Richard Douglas Faulkner, 77, retired, for many years principal of Horace Mann Junior High School, San Francisco. He came to San Francisco from Illinois and began his teaching career in 1888 at old Lincoln Grammar School.

Mrs. Mary Prag, for many years member, San Francisco Board of Education. She began her career as a classroom teacher in 1864 in San Francisco; in 1887 she was made head of the history department, Girls High School; from 1905 to 1920 she was vice-principal of Girls High School.

Mrs. G. P. Morgan, beloved wife of Phil Morgan, veteran Tuolumne County Superintendent of Schools. Mr. and Mrs. Morgan were married for many years and their home at Sonora was widely known for its hospitality and cheer. Mrs. Morgan was a native of Columbia, Tuolumne County, one of the best known of the early gold-fields of California. Besides Mr. Morgan, she leaves one son, Will, and two daughters who are teachers in the Oakland schools.

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From the fall of Rome through the period of exploration.

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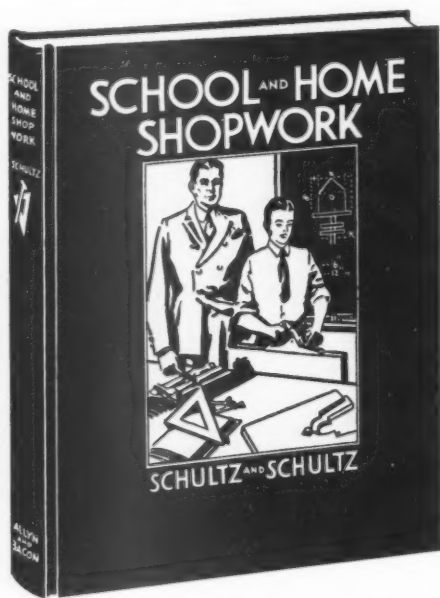
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